

# National Parent-Teacher

The P.T.A.



Magazine

5 cents

October 1947

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*Official Magazine of the National Congress of Parents and Teachers*

# Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



## THE MEMBERSHIP OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS IS NOW 4,486,855

### *Membership by States*

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Arizona .....	22,989	Maine .....	14,859	Oklahoma .....	77,929
Arkansas .....	73,162	Maryland .....	40,533	Oregon .....	55,889
California .....	608,754	Massachusetts .....	57,856	Pennsylvania .....	202,556
Colorado .....	72,886	Michigan .....	136,313	Rhode Island .....	20,072
Connecticut .....	47,660	Minnesota .....	100,499	South Carolina .....	25,403
Delaware .....	10,410	Mississippi .....	38,326	South Dakota .....	17,024
D. C. ....	26,400	Missouri .....	127,814	Tennessee .....	131,000
Florida .....	120,002	Montana .....	15,905	Texas .....	257,196
Georgia .....	98,118	Nebraska .....	42,187	Utah .....	49,928
Hawaii .....	24,163	Nevada .....	4,466	Vermont .....	14,182
Idaho .....	23,626	New Hampshire .....	6,930	Virginia .....	88,505
Illinois .....	277,598	New Jersey .....	168,552	Washington .....	99,650
Indiana .....	123,257	New Mexico .....	11,265	West Virginia .....	64,516
Iowa .....	70,167	New York .....	170,212	Wisconsin .....	48,785
Kansas .....	78,914	North Carolina .....	157,993	Wyoming .....	5,463
Kentucky .....	79,227	North Dakota .....	20,638	Unorganized Territory ..	294

# NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

600 South Michigan Blvd., Chicago 5, Illinois

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600 South Michigan Blvd., Chicago 5, Illinois  
The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

## SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago 5, Illinois  
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## RATES

\$1.00 a year—U.S. and possessions  
1.25 a year—Canada Single copy  
1.50 a year—Foreign 15 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

★

The NATIONAL PARENT-TEACHER is listed in the *Education Index*.

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Published monthly, September through June, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as second class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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## MEMBER OF THE



# National Parent-Teacher

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VOL. XLII

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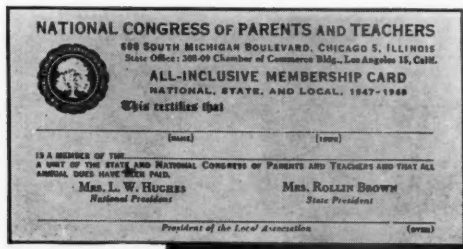


The *National Parent-Teacher* is welcomed in faraway Tokyo as a valuable aid in the teaching of democracy. Ethel Weed, staff member of the Information and Education Division at General MacArthur's headquarters, is shown here intently examining the magazine with two of the young women who are representative of the Japanese who are being educated. This illustration was sent to the National Congress of Parents and Teachers by the U.S. War Department.

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# MEMBERSHIP PROCLAMATION



FOR five decades the National Congress of Parents and Teachers has been building up an organization that, in purpose and practice, would be in harmony with the great goals for which humanity has long hungered. Our Founders dared to want a world in which every child would enjoy health, security, sound nurture, and wise schooling. And because they considered no effort too long or too arduous for the carrying out of their appointed tasks, we, the present generation of parent-teacher members, were able in June to hold a Golden Jubilee celebration that paid just tribute not only to the achievements of our past but to the promise of our future.

That this will be a demanding future, no one can deny. The problems before us are hard and complex; yet actually are they so much more difficult than those that have already been solved by our predecessors? Indeed, the progress made in such fields as medicine, science, and psychology should give us both sharper tools and a deeper understanding of how to use them.

As a blueprint for hard-hitting action we have our Four-Point Program, which defines specific and immediate tasks in areas that are a permanent part of our work: school education, health, world understanding, and parent and family life education. Sketched in clear, bold strokes, this program shows how we may secure for children and youth the best schools, the finest health and medical care, a sense of responsible kinship with the rest of the world, and a serious preparation for their own parenthood and family living.

BUT to fulfill these fourfold aims we must summon ourselves to an ever truer and larger view of our obligations. If we are to have as much national and international influence during the second half century of the life of our organization as we had in the first, we must turn our common tradition into common action that brings results. Moreover, if we honestly believe that children can be educated to think freely and intelligently and that parents and teachers are their educators, then we shall work singly and as a group to bring all the parents and teachers in the land into our membership.

Now therefore I, Mabel W. Hughes, president of the National Congress of Parents and Teachers, do hereby designate the month beginning October 1 as membership enrollment month, and I call upon every parent-teacher unit and every member to proclaim the supreme value of the services that can be rendered through our organization. I do this to the end that we may have additional strength to discharge our debt to the future. The world of tomorrow is in our hands. We can make of it what we will if we have the faith, the fortitude, and the fearlessness to do what needs to be done and do it now.

Time is definitely a consideration. Every day that sees our problems unsolved is a hindrance to our program and a threat to the welfare of tomorrow's citizens. The stakes are truly the highest known to mankind, since the fate of the world depends upon how well its youth meet the tests that will confront them. To the men and women who accept the challenge of parent-teacher membership, we offer the chance to help create a better, richer, and more humane world than we have yet known.

To this proclamation, accordingly, I have set my hand and the seal of the National Congress of Parents and Teachers.

*Mabel W. Hughes*

President, National Congress of Parents and Teachers





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• **DOROTHEA  
McCARTHY**



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## When Children Begin To Walk and Talk

**T**HE two outstanding mileposts of babyhood, eagerly awaited by all fond parents, are the first step and the first word. Usually the step precedes the word. However, some children talk early and walk later. When this happens there is usually a period of no progress in vocabulary while the baby is concentrating on maintaining his equilibrium in an upright position. Many observers have noted that babies tend to concentrate on developing one skill at a time.

Walking alone usually occurs when the child is a year or a year and a half old, but wiry babies are more likely to walk early than the short, pudgy ones. Most babies creep or hitch along for some time, then pull themselves up, stand, and cruise about, holding on to furniture or to someone's hand before they venture forth alone. This stage may last two or three months before the child walks independently.

Babies' legs often look quite bowed, and many a worried mother has frustrated her child in his normal development by trying to keep him off his feet. Others have tried to rub crooked legs straight. Such alarm, though natural, is quite needless. Unless a child has the serious nutritional deficiency known as rickets, he will not grow up bowlegged. And thanks to our increased knowledge of the part played by vitamins and calcium in the diet of young children, rickets is found much less frequently in this country than it used to be.

As a matter of fact, the curved appearance of normal babies' legs is merely the later stage of a process of uncoiling that began before the child was born and that, given normal nutrition and health, will be completed in due time. Once a baby is ready to walk, it is practically impossible to

**W**HEN His Majesty the Baby decides to fare forth on his own, everyone in his little world takes notice. When he chooses to speak, every syllable is seized upon and treasured. These events are always vastly important in any family, but less often is it recognized that they are important to society as well. Much that enters into the building of a citizen depends upon the alertness of parents to what happens—or fails to happen—during the precious preschool years.

keep him off his feet. What he needs is not restraint but a good pair of shoes.

### Walking Is Social Adventure

**I**N addition to physical factors there are equally important psychological and environmental elements that have a bearing on the age at which a child begins to walk and on the progress he makes. A timid, shy, emotionally insecure child is not likely to be venturesome in exploring his environment. It is the emotionally secure child who improves rapidly in this new and important skill. His interested and eager parents will let him sally forth without fear and will neither make too much fuss over his tumbles nor laugh at them. Babies at this age, even though they cannot talk, have a fine feeling for the emotional attitudes, fears, and tensions of their parents. Indeed their social awareness is much greater than most adults think.

If walking seems delayed in a child otherwise normal, it is well to observe whether or not he has any need to walk. Some babies have everything brought to them and are kept so busy in their play pens that they are not motivated to move about. Others spend too much of their time in walkers or enclosed strollers. If a child can get about skillfully everywhere he wishes to go without walking, he just will not take the chance of a tumble.

### Life with Toddlers

**M**OTHER'S problems are multiplied many times when Baby becomes able to navigate about a room. At this point the first essential is to invest in gates or to improvise safe barriers for the heads of stairways. Then it may be well to do some reorganizing of the household. If there is a playroom that can be given over to baby's play hours,

the problem is usually solved. If the baby is to be allowed the freedom of the house, however, it is well to put all bric-a-brac, ashtrays, vases, and the like, high enough to be out of reach. Fastidious housekeepers must become blind to baby finger marks or else learn to love them, for this is a stage in which the child's intellectual horizons are being tremendously expanded, and every new surface and nook and cranny must be investigated by curious little fingers. Swinging doors should be kept securely propped open, and all ant traps, mouse traps, and poisons for pest control put well out of reach.

Mother will learn that the toddler now requires more hours of supervision than previously, when he sat quietly playing in his pen or crib while she went on with her household chores. She will find herself hurrying to finish her housework in Baby's naptimes, so as to be able to devote herself to him during his waking and walking hours. To care for children in this most strenuous period and to do it well, without letting it get on her nerves, Mother needs to do some serious streamlining of her housekeeping program.

Many mothers resort to the use of a harness or put children on a leash much as they would an untrained dog. This is a favorite device of ineffectual parents who thus soothe their consciences with regard to the child's physical safety. They fail to realize how thwarting and frustrating it is to the little explorer to be jerked back from so many interesting things. Such treatment will build in him feelings of resentment and aggression.

Furthermore, now is the golden time in which to teach the baby the meaning of "No," "Come here," and many other verbal commands to which he must learn to respond. The child who in the toddler period learns to respect limits is likely to continue respecting them later on in other matters. On the other hand, the child who is unreasonably thwarted is likely to break out of bounds at the first opportunity.

### From Babble to Speech

**A**NOTHER outstanding event that marks the end of the period of infancy is the onset of language. It is difficult to identify the baby's first word with certainty, for it is preceded by a wealth of babbling, cooing, and other forms of vocal play. Often we must hear the child use the same sounds again and again to designate the same person or object before we can be sure he is using those sounds with meaning. The average year-old child has a vocabulary of about three words, but it is not unusual for normal children to delay the grouping of words into sentences beyond their second birthday.

**This is the Second Article in the Series  
"Problems of the Preschool Period"**



In another room one wall came down in a solid piece. Yet all the children, providentially gathered around in a reading circle in the opposite corner, escaped injury. Crawling across the fallen wall, they took their places in the fire-drill line, together with youngsters from still another room where the knob had been blown off the door and the shifting walls had jammed it shut. The teacher instructed the children to stack up their chairs in front of the door, and on this improvised ladder they climbed up to the transom, dropping through on the other side.

The second-floor pupils marched along the hall and down the stairs toward their accustomed exit. As the leaders rounded the first landing, they found the entire side wall lying across the steps, blocking their path. In three other school catastrophes in this country, comparable obstructions have cost the lives of more than three hundred children, trampled to death in panic. But in this Texas City school there was no jam; no life was lost; not a child was injured after the initial hurricane of flying glass.

For when the leader of that line saw the obstruction, he raised both his arms over his head in a standard signal. From frequent drills (they have them twice a month in Texas City), every child knew that this meant "Turn back and go to the secondary exit." Which, as the dotted line of blood testifies, was exactly what they did.

"We were so stunned by the initial shock," Principal Spencer told me, "that none of us can give a very clear account of what happened. We simply did what we had been trained to do in repeated drills." It should be noted, however, that such training included using one's head in an emergency, going well beyond the automatic and the mechanical. Think back to the teacher who had her children make a ladder of chairs up to the transom!

A striking contrast, isn't it, to the many tragic—and unnecessary—deaths caused by panic in a crisis. Consider, for example, the eastern school where the authorities had neglected to train children in proper drill procedures. An unexpected fire drill so nearly started a stampede that even the fire inspectors who pulled the test alarm were frightened. If that could happen without benefit of any emergency, picture what might have happened under the terrifying stimulus of billowing smoke or swaying walls.

### Disaster Without Warning

**I**N the past, fortunately, most of our serious school blazes have broken out when the buildings were empty. But there is no reason to expect this good luck to continue, and the conditions that

have brought about previous drill failures are still far too common.

There have been half a dozen of these horrible examples, such as the Georgia school where two persons died and thirty-eight pupils were injured in frantic dives from second-floor windows. In South Carolina seventy-seven were killed in a mob scene on the school's single stairway. A one-room school in Oklahoma had covered its windows with wire mesh to keep out footballs, baseballs, and such. When the building caught fire thirty-six people lost their lives trying to pile out the only exit door.

We point with pride to our new, million-dollar schools, forgetting that though they are fireproof not one of them is safe from explosion or panic. And what about the hundreds of old buildings that should have been closed long ago?

"In one school that I visited," says T. Alfred Fleming of the National Board of Fire Underwriters, "227 girl students were sleeping in a



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three-story frame dormitory with open stairways—the major cause of last year's hotel holocausts. The fire-escape doors were locked every night at seven-thirty to prevent those who stayed out late from sneaking in unnoticed!

"Overcrowding, of course, is the rule of the day. In a midwestern college I found ex-G.I.'s and their wives living in an attic from which the only escape was a two-foot-wide wooden stair, so steep that they had to walk down sideways. I am afraid that we aren't going to do much about this school situation until our recent hotel experience repeats itself in the educational field. And, frankly, I don't see why it hasn't happened already."

If and when it does, the outcome will be in the lap of the gods. In many outmoded buildings even the best fire drill is going to be but a feeble defense. Yet in many of the worst buildings they have no drills at all.

Certainly this is a fitting time for school officials and for parent-teacher associations to overhaul their local fire-drill program and bring it up to date if need be. Your community fire chief can tell you whether it conforms to the standards set by the National Fire Protection Association. The manual of this organization, called *Fire Exit Drills*, covers not only schools but hospitals and other occupancies. It is an excellent basic guide.

### Spotting the Hazards

**P**ROBABLY the best procedure would be for the safety chairman of the P.T.A. to propose the formation of a school fire inspection committee, which will include the superintendent of schools, the president of the board of education, representatives of the local safety council and the fire department, and possibly an industrial-safety or fire engineer. Such a committee might then conduct school inspections, noticing, in addition to the routine time check, these important factors: Do room monitors close windows? Are the pupils allowed to stop for their wraps? Is talking or horseplay evident? Are adequate provisions made for physically handicapped children? Is the roll called outdoors immediately, to check on missing persons and stragglers? Does the school really have two drills a month?

The results of such inspections are often dramatic. In one city where the officials stalled on making recommended corrections, parents took

their children out of school until fire escapes and drills were provided. In another, the youngsters were kept at home until sprinklers had been installed in antiquated buildings.

On one occasion Mr. Fleming, together with members of the P.T.A. and the board of education, inspected an old midwestern school. He pointed out so many glaring hazards that the board members promptly closed the second floor of the building. They then proceeded to rent several vacant stores near by; moved in the desks, shelves, and blackboards; and there finished out the term while the construction of a new building was begun.

Remember, however, that organizing a fire-drill program requires more than reading a manual, more than fulfilling the ordinary safety stipulations. It requires experienced study so that every contingency will be covered. In addition to fires and explosions there are other dangers—floods, hurricanes, and earthquakes. Quick evacuation in such cases calls for long-range planning with both the police and the fire departments.

### What More Can Be Done?

**A**NOTHER important lesson we can learn from Texas City is that getting the pupils out of the school quickly is only the first problem. After that, what? The one flaw in that otherwise marvelous fire-drill exodus was the fact that many parents couldn't find their children for as long as thirty-six hours. Since there was no prearranged disaster program, the teachers were thrown, individually, on their own resources.

Some marched their classes toward the north highway out of town; others filled their cars with children and hurried away from the danger area. Parents came in droves, snatching their own youngsters and as many others as they could cram into their cars and then disappearing. By the time other parents arrived, their children had gone off with somebody else. Thus the confusion caused prolonged mental distress in many cases.

Yet confusion is certainly preferable to panic and violent death. This is why the Danforth Elementary School in Texas City merits the admiring study of every P.T.A. in the country. The Danforth School was infinitely better prepared for an emergency than the average school. And its dotted line of blood indicates a path that the rest of us had better follow!

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WHEN DOES the Freedom Train stop in *your* town? It has already left Philadelphia on a nation-wide tour that will include every state. Citizens, big and little, will have a rare opportunity to see for themselves the documentary record of our nation's growth and greatness.

# Better LIVES FOR ALL OUR Children

**B**ETTER is a comparative term—as we learned early in our grade-school careers. *Good, better, best* we learned to say, and at that stage of our growing—and our knowing—it was enough simply to master the irregular forms so that they tripped neatly from the tongue when we were asked to recite. Their meaning presented no abstruse problem. Our parents and teachers defined them for us by daily approvals and disapprovals. We knew what it meant to be *good* while mother was away, to get *better* grades one month than another, to put on our *best* shoes for a birthday party.

That was when we were children, when we spoke as children and thought as children. As grownups, however—and particularly as parents—we learn that a knowledge of the meaning of these words calls for more than mere recitation of them, more than adjustment to standards set by somebody else.

We want better lives for our children, but the term *better life* is an empty sound unless we know what we mean by a *good life*. And a good life, we realize as mature men and women, is not simply the kind of life that most of the people around us happen to be living. It is, rather, a life that somehow conforms to the deep needs of our human nature, reborn in each infant, and to the ideals

TO give utterance to a word is one thing; to understand it, quite another. Take the phrase “the good life,” for example. Think of the various meanings it has for various people. It may mean love, adventure, material success, power, serenity—or all these together. But however we conceive of it, Mrs. Overstreet has chosen to remind us that our present definition of “the good life” is not quite good enough—either for our children or for their world.

## Redefinition

that have been hard-wrought out of centuries of human experience. Only out of some clarified definition of the *good life* can come a wise plan for *better lives* for our children.

### Where the Dream Stops Short

**E**VEN as adults most of us have either side-stepped or oversimplified the tough problem of figuring out what we mean by a good life. Like children we have let some authority do the defining—often the most irresponsible of all authorities, the anonymous *they*. Or, more commonly still, we have merely defined the good life in material terms, and the *better life* as one that holds the promise of more possessions and less work.

On several counts this material definition, in both its wisdom and its folly, deserves looking into. It stems, we can believe, from a wish that is both honest and legitimate. For we would not have to go far back in any average American family—and not even back of the present in many families—to find someone who has worked too hard for too little. It is not strange that those who have thus worked should wish for their children lives of less drudgery and more reward.

Most human beings, everywhere and always, have worked too hard for too little. But in America the age-old problem has somehow shaped up as one that might be solved; it is no longer deemed part of an inscrutable fate. Here in America our natural resources and our expanding technology have encouraged men to dream of a high standard of

living for everyone, earned by individual effort. If the effort should consume the whole lifetime of one generation, the reward of effort could at least—so the dream has run—be enjoyed by a generation not yet too tired to enjoy it: the children. Or if those children, grown to adulthood, should have to spend their lives to make the effort complete, then surely *their* children would enjoy the reward.

The dream, we know, has not always worked out. Countless hopes have become broken hopes. Yet it has accomplished much; for countless children have been given new opportunities.

If this is not a happy modification of our American dream, it is none the less understandable. For if a society does not grant to parents a status based on their being people of experience, then they will learn to measure status by some other standard, and the standard of material success is a handy one to apply.

It is handy because material success is tangible success. It is something that can be agreed upon by friends, neighbors, and business associates, not merely by the individual who earns it. And in this connection we must realize that a success standard is much like a monetary standard; it is

## of the Word BETTER

BONARO W. OVERSTREET

Oddly, however—and not altogether happily—the dream has come to serve a function quite apart from its original intent. As we noted in our first article, last month, a changing society does not grant to parents a clearly defined status based upon their being people of experience. Yet those parents remain human beings; they need to know what the stuff is out of which they can make a sense of achievement. It has gradually come about in our culture that the parent role, particularly the father role, is defined chiefly in terms of the material advantages provided for the family.

### The Material Can Be Measured

THIS development shows up most clearly on those levels where a measure of prosperity has been achieved. But it can be detected all along the line. The aim of giving the children better lives has a subtle way of changing into the aim of giving the children lives that will somehow testify to the parents' success. Parents, in such cases, often complain that their children are never satisfied; they want one thing after another. But the children's wants reflect the family definition of success, and the parents themselves, in setting a standard of living, often have an eye fixed more closely on what their own adult associates will think than on the value-habits that are being built in their children.



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a means of exchange, not of goods but of approvals.

Every organized society agrees upon some currency—and whether this be seashells or printed paper, the value is in the *agreement*, not in the medium itself. Similarly every organized society works out—or comes haphazardly to accept—some agreed-upon standards of success, of prestige. These may be standards of birth, physical



pro prowess, vocation, or ownership, but once again the value resides in the fact of common agreement.

### The Royal Road

**I**N a society like ours, where individuals are supposed to be judged as individuals, the prestige-standard could be expected to develop two qualifications: It must be thought of as within the reach of all, whether or not it actually is, and it must come within the appreciation-reach of all. It cannot be something that only a rare few can evaluate. Given these qualifications, plus the physical resources that have underwritten the American dream, it is not surprising that our most common prestige-standards lie in the area of material goods—where all, supposedly, can strive and where all can evaluate the strivings of all.

Edwin Arlington Robinson reminds us that

*Haggard men will clamber to be kings  
As long as glory weighs itself in dust.*

And we can well remind ourselves that the only way out of a system where too much stress is laid upon wealth must be into a system where more plain human beings can be appreciated by their fellows, can win prestige, for reasons other than the possession of wealth.

Finally, an adequate supply of material goods



© H. Armstrong Roberts

must figure in any modern definition of the good life. We know too much, nowadays, about our bodies and minds to hold the notion that there is virtue in man's being undernourished, underclad, or undereducated.

Our new definition of better lives for all our children will, in brief, take account of material well-being but *among other things*. It will differ from our ordinary definition only in the stress it lays upon the other things.

For insight into what these *other things* are, we turn to the psychologists and psychiatrists, to these new experts among us who have accumulated, in their work with unhappy people, sad stores of evidence to show that material prosperity alone does not solve the problem of fear, of self-doubting, of hostility, of loneliness. By itself, material prosperity does not make for self-confidence, nor for confidence in other people, nor for confidence in the universe. Yet these three forms of confidence must characterize the good life, the life that has inner security. And certainly they must characterize the better lives that we want for our children.

### Cornerstones Build the Better Life

**O**UR children's lives, we are beginning to learn, will shape up as happy or unhappy, secure or insecure, in terms of four basic relationships.

The first of these is our children's relationship to people and institutions upon which they must depend for their survival. If children are to have better lives, they must be able to have a deep and justified confidence in their parents and in the forces of organized society.

Their second relationship to life is through their own areas of increasing competence and independence: their relationship to all that they learn to do for themselves, by their own choice, and learn to do well.

Their third relationship is to other people in the great general give-and-take of living—to those whom they choose as friends, to those with whom they work, and to those with whom they simply share a common humanity.

And their fourth relationship is to the universe that sustains their lives.

We stand a chance of giving our children *better lives*—happier and more useful lives—largely to the extent that we ourselves have come to a mature understanding of these relationships. Thus we can companion our children wisely while they in turn are just learning to understand those basic essentials of worthy living.



# NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: BEATRICE J. HURLEY

*Instructor in Education, New York University*

● *My only daughter, who is five years old, tells lies. For instance, last week she insisted that she was entertaining her beloved playmate for the day. She set an extra place at the table and carried on a one-way conversation with her guest, completely ignoring the rest of the family. If I scold her, she doesn't even say she's sorry. I am worried lest my little girl grow up to be a person no one can trust. What shall I do?*

THIS is a perfectly natural and normal way for a five-year-old to behave. Children of this age are highly imaginative and very dramatic, and your daughter is no exception. Doubtless, too, she may be a bit lonely, since she has no brothers or sisters to play with.

To her this beloved, unseen friend is very real. If you asked about the color of her hair or the kind of dress she is wearing, your daughter could probably inform you instantly. She is not really telling lies about her favorite imaginary playmate. She is merely sharing some of her fantasies with you. Enjoy them with her.

Can you remember your childhood days well enough to recall any of your own fantasies? Didn't you ever imagine yourself a princess being rescued by a prince, a fairy waving a magic wand over a mistreated child, or an elf befriending a fairy in need?

One mother I know enters wholeheartedly into her little girl's imaginative games. They often play house together and have tea parties, always with an imaginary friend or two. The chitchat consists of such delightful incidents as Anthony's coming down with the measles or how Alice got strawberry jam all over her best Sunday dress. After the tea party is over, Mother will say to Janice, "Isn't it fun to pretend? When you pretend, you can be anyone you like and go anywhere you like." They tell Daddy, too, and laugh heartily at the fun they've had pretending.

It is well to keep in mind that children fre-

quently don't separate the actual from the imaginary. They often ask, after hearing a fanciful story, "Is this true?" At such times the parent has a chance to help the child distinguish between the real and the unreal—if only by inquiring "Which part could be true?" and "Which part couldn't possibly happen?"

Sometimes we may preface the telling or reading of a story with "The story I am going to tell is make-believe. No part of it really ever happened." Or "I am going to tell you a true story about Aunt Agatha and the pet crow." Both kinds appeal to children, but some such announcement will make clear the nature of the story and avoid possible confusion.

If you feel that your child is spending too much time in these dramatic daydreams, let her spend more time with flesh-and-blood playmates. Invite a child or two in for an afternoon of play—with a teatime snack at the end. Take your daughter to places where children gather. Help her to find more real friends, and she'll gradually forget her invisible ones.

In the matter of her not apologizing, be thankful she doesn't say she is sorry when she isn't. How could you expect a youngster to feel sorry about a perfectly wonderful day with a beloved friend? Let us help our children to feel sorrow and guilt about things that really matter—about falling short of worthy ideals, for instance.

● *I have two girls and a boy. Jane is thirteen, Joan eleven, and Sammy nine. My daughters used to be such sweet children, just as nice as Sammy is now. But in the last couple of years Jane and Joan have changed. They seem to care more for their friends than they do for their parents. They resent our telling them what to do. They even speak rudely to us at times. I notice, too, that Sammy is beginning to act a little like them, and I'm heartbroken. What can I do to win them back?*

JANE and Joan are growing up. They are attempting in their own way to free themselves from your apron strings. No doubt their way appears crude and clumsy and even cruel to you, but it's still *their* way.

Your daughters are at the age when what their friends think about them is terribly important. This is the period of great conformity to the standards and customs of the gang. A member of a certain gang would, at this period, rather die than be different from his peers.

For this reason it is vitally important that, if at all possible, you provide a place where the girls' friends can congregate. The "wreck room" in the cellar, half of the double garage, or the unfinished attic bedroom would be ideal. Let them fix it up themselves—and fix it up they will, though probably not to your taste. Help them out whenever they seek your help. Keep a full cooky jar, lemons and sugar, and other supplies available for cold snacks. They will be grateful, but they probably won't say thank you. Be content to learn via the grapevine that you're a "swell egg" or a "yummy cooky-maker" or simply that you don't "snoop."

You see, we adults appear to our adolescent offspring to be so very secure. They view us as persons with no problems. They just can't believe we ever experienced the turmoil they now feel boiling up inside them. A mother of two adolescent daughters recently was taken aback when her oldest exclaimed angrily, "Gosh, Mother, how could you possibly know how I feel? You're too decrepit for words!" And another adolescent inquired in all sincerity, "Did *you* feel this way, Mother, when you were alive?"

Remember this: Even though your girls seem not to need you, they really do. But they need you in a different way. No longer can you say their yeses and noes; that they must learn for themselves. In fact they must appear almost to reject you in order to build their own independence. What they really want from you is great understanding, deep sympathy, and wise, unobtrusive guidance.

Whenever possible, make it easy for Jane or Joan to talk with you alone. Let her pour out her worries and despair as well as her ecstasies and happiness. Learn to listen understandingly. Give advice in such a manner that it really sounds like advice, not like an order. Leave her enough time to come to some self-respecting conclusions of her own.

As for Sammy, he likewise is suffering from growing pains. So provide friends and picnics and parties for him, too. Take his gang to the lake for a swim or to the zoo for a picnic. When

the circus comes, be sure he invites his friends to go with him. But expect that he, like the girls, will soon sprout adolescent wings and seem to leave you behind.

● *My son is crazy about the comics. When he was small I used to read to him a good deal, always from good books. But now that he is nine and can read for himself, it seems to me the time I have spent with him has been wasted. Shall I take the comics away from him—or what?*

FIRST of all, let me say that the time you spent reading good books with your son was *not* wasted. The happy hours you had together are part of the bond between you that can never be dissolved. Be grateful for those early experiences with literature. Know, too, that they helped to shape your boy's literary tastes, the comics to the contrary!

Comics have become a part of our culture, and our children are going to read them. What we adults can do is to discover and supply the better types of comics, and then supplement this reading with as much good literature as possible. Many psychologists tell us that the comics give children vicarious experiences in the kinds of adventure and daring and hero worship that our culture lacks. (After all, doesn't the villain always suffer, and isn't good always rewarded? And isn't the identification of oneself with super beings a satisfying bit of fantasy for a nine-year-old?)

Our children cannot be blamed for the fact that the paper on which comics are printed is poor, that the art is unforgivably bad, and that the print is terribly hard on the eyes. It is the adults who are responsible for these shortcomings, and as an adult you can protest effectively against them.

In the meantime, rededicate yourself to continuing the improvement of your son's literary tastes. Begin reading aloud again. Choose books that are likely to appeal to a nine-year-old. Boys of this age usually enjoy humorous stories, such as *A Hat-tub Tale*, *Mr. Popper's Penguins*, or *Winnie the Pooh*. Animal stories, too, are almost always favorites. Try *Cowboy Tommy's Roundup*, *Mus-tang*, *Lassie Come-Home*, or *Smoky*. Mystery and adventure tales seldom fail. Your son may like *The Mystery at the Little Red Schoolhouse*, *The Secret of the Rosewood Chest*, *Freddy the Detective*, or *The Great Geppy*.

A last warning: By all means accept the comics openly as one kind of reading for children. Rejection of them may appear to your son to be also a rejection of *him*. And that error you cannot afford to make!

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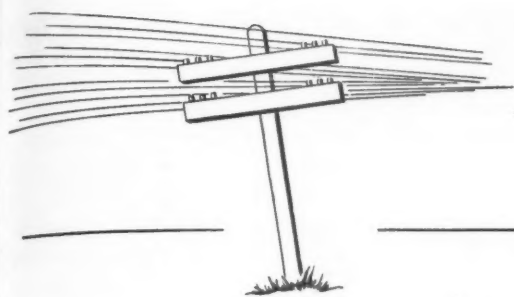
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October 1947



# Notes from the

## NEWSFRONT

**Feeding for the Future.**—School lunches are now provided free for 338,000 English and Welsh children, and British authorities hope eventually to make them free for all the 2,250,000 children who eat meals at school. Meanwhile the price has been so well stabilized, despite shortages, that no child pays more than eight and a half cents for a school meal. Here in the United States, Congress has voted \$65,000,000 for school lunches this year, cautioning the states to comply with Federal law by setting aside their share of matching funds.

**Up to Date, like Grandma.**—Grandma nearly always had her babies at home, and Grandpa saw them soon after they arrived. Then times changed; babies were born in hospitals and immediately whisked away to a glassed-in, aseptic nursery. Today, however, a few very advanced hospitals have adopted the revolutionary practice of keeping the new baby in a bassinet beside the mother's bed. Why? It's the natural way. Both Mother and Father feel more like real parents, less like outsiders.

**Teachers in Today's World.**—The status of teachers throughout the world is a matter of grave concern to UNESCO. The United Nations cultural organization is therefore considering an International Teachers' Charter, already drafted. It will provide, among other duties and responsibilities, that teachers must contribute to the "growth of world solidarity."

**Bright and Early.**—Seek your future teachers in the junior high schools, an educator advises. He suggests that a lasting enthusiasm for teaching can be developed in capable students of the seventh, eighth, and ninth grades if they are allowed to help the regular teachers as apprentices. Many a successful member of the teaching profession lays his choice of a career to the interest stimulated at that age.

**Subway Five-and-Ten.**—What city nowadays does not have its own traffic problem? New York's puzzler for many years has been its subways. The long fight to end the city's famous five-cent fare and bring the subways out of the red has finally produced a compromise plan. The idea is to retain the five-cent fare during rush hours and charge ten cents the rest of the day. However, officials figure that it will take six months and cost half a million dollars to adapt the turnstiles to handle dimes as well as nickels.

**Skulduggery.**—In the beginnings of medical science, remedies were often chosen simply because of their resemblance to some part of the body. For example, doctors of bygone days used to prescribe walnuts for brain troubles because the shells are shaped like human skulls and the meats like the human brain.

**Abraham Lincoln, for the People.**—The Robert Todd Lincoln Collection of the papers of Abraham Lincoln was opened to the public for the first time last July. Before then, only cataloguers of the Library of Congress, pledged to secrecy, and the great President's two official biographers, John Nicolay and John Hay, had been given permission to see the documents. Now the 18,350 papers have been photographed on a strip of microfilm two miles long. Anyone may buy a duplicate film for \$645, or an index alone for \$32.

**Promise Fulfilled.**—Twenty-five years ago Lewis M. Terman, educational psychologist at Stanford University, made a study of 1,400 gifted children in California schools. He has followed their careers ever since and in his new book, *The Gifted Child Grows Up*, tells what happened to them. They are around thirty-five and are healthier in mind and body than the average American. Eighty-five are college professors; one drives a truck. The average income of the men is \$4,700; of the women, \$2,600. Professor Terman points out that if more of them had gone into college teaching, the income figures would be considerably lower!

**Breathing Made Easier.**—Thirty-four children, all under fourteen, were recently given radium treatments for asthma at Johns Hopkins University Hospital. The results of the experiment were so encouraging that physicians are now advocating wider use of radium for other asthmatics. Fifteen of the children were completely cured, five so nearly cured that they suffer only occasional mild attacks.

**"The Schools Are Yours."**—This is the general theme for the twenty-seventh observance of American Education Week, November 9-15, of which the National Congress of Parents and Teachers is one of the four sponsoring groups. Daily topics are as follows: "Securing the Peace," "Meeting the Emergency in Education," "Building America's Future," "Strengthening the Teaching Profession," "Supporting Adequate Education," "Enriching Home and Community Life," and "Promoting Health and Safety." Most parent-teacher associations have completed their plans for American Education Week programs. Has yours?

### A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 11-47, this means that your subscription will expire with the November *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the December issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.





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**P**ERHAPS you, like many other Americans, were somewhat startled recently by this headline in a large city newspaper:

**CHILDREN PLAY "DODG'EM"  
WITH CARS IN ARMORY**

Another newspaper carrying the same story led off with **YOUNGSTERS PLAY HAVOC IN ARMORY**. The account told of how five children, aged eight to fourteen, smashed up a dozen military vehicles by driving them knock-about fashion, like "dodg'em" cars in an amusement park. The damage was estimated at more than fifteen hundred dollars. The children and their parents were straightway ordered by the police to appear before juvenile court officers.

A little farther down on the same page of the same edition was the headline:

**MOTHER SAVED  
AS THREE OF HER CHILDREN DROWN**

This tragedy occurred when the family was celebrating the mother's fifty-first birthday with an outing.

Then among the local news items is one headed by this stern, black-letter summary:

**SCATTERED PICNIC RUBBISH IN PARK;  
FIVE FINED**

The city magistrate asserted publicly that everybody in the community ought to be aware of the current campaign to keep the city parks clean.

What do all these real-life situations have in common? Simply this: they tell pathetic tales of people's fruitless searches for fun and recreation. Who is to blame for the disregard of tragic con-

sequences, for poor judgment, for lack of appreciation of the beautiful when we Americans go out for a good time? In all three of the instances mentioned, there could be no doubt in anyone's mind that the aim of the participants was to have fun. But for reasons that might become apparent if we looked into each person's background, they accomplished only unsightliness, only destruction, only the loss of the most precious thing in life—not to mention the cost of the fines, the lifelong sorrow and shame.

Why do these things happen? We are living in a day of active recreation, a day when people are being urged to express themselves, to do things

## THE FUN THAT FREES

of their own choosing during their leisure hours. But as we read our daily papers, we begin to wonder whether people really know how to choose their activities with discrimination. Have they ever been prepared to use good judgment in the performance of pastimes originally devised to bring about contentment, happiness, and peace with the world and with oneself? And if they have not, what can we do to enable everyone to participate in a program of fun that frees?

### It Runs in the Family

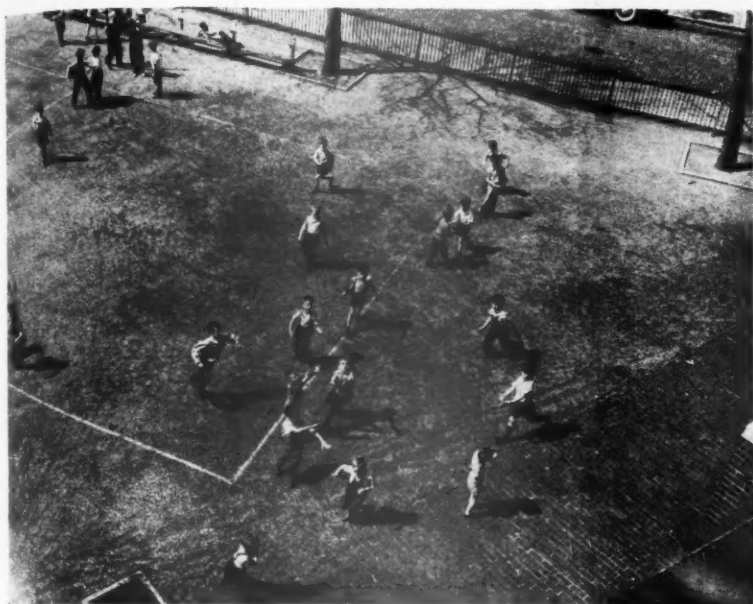
**O**BVIOUSLY we must start early, start at the very beginning of our play experiences. Every parent in every home should train his children from babyhood to take part in the kinds of recreation that produce real happiness and a sense of well-being. What are they? Preferably the things families can do together, the things most families do without special planning: celebrating birth-

**This is the Second Article in the Series  
"Problems of the School-Age Child".**



days and anniversaries; holiday entertaining; the spontaneous picnic in the back yard; the planning and fixing up of a basement rumpus room. Certain hobbies, too, often involve every member of the family—hobbies like restoring antique furniture, making rugs from scraps, planting rock gardens, weaving, and collecting dolls, stamps, china, and all manner of objects.

One family I know used to spend its summers on a large motorboat. The father, mother, two sons, and a daughter were daily companions on



© Black Star—Post Dispatch

the long, leisurely cruises. They really became acquainted with one another as they fished, swam, prepared their meals, pulled into shore for Saturday night movies and again for church on Sunday. Is it any wonder that this family was never bothered with either parental or juvenile delinquency? During the winter children and parents serenely took their places in school, community, and church activities, making worth-while contributions to all of them.

I could list many more wholesome recreational outlets for families: vocal and instrumental music, table games, lawn games, back-yard playgrounds, parties, radio listening, reading, photography, homemade movies, and even cooking. But in order to reap the full benefits of this kind of fun, the family must first become play-minded, must set up and develop the facilities for recreation, and above all be ready to take time for it. It isn't a matter of money, this home recreation. It's a

**D**URING the years of the war American ingenuity brought forth a new attitude toward recreation. One of its pleasantest aspects was that the whole family began to share vacations, excursions, and home fun. This state of things must not be allowed to lapse, for there is too much permanent value in it. How can family recreation be placed on a sound and enduring basis? How can people generally enjoy the kind of recreation that really expands—really frees—the spirit?

matter of using the creative energy that all of us have in one form or another and of directing it into channels that lead to finer relationships, a better understanding of one another, and good fun for family and friends.

Perhaps you may say, "All this sounds very well, but in these days of hurry and rush, isn't it almost impossible for everyone to adjust his already crowded schedule to include a generous measure of home recreation?" And it must be admitted that your point is well taken—if your family is grown up, with established patterns for individual leisure-time pur-

suits. Yet it is never too late to begin all over again if you are sincerely reaching out for something that will not only enrich your family life but expand your own personality.

Try gradually to include a special outing, an entertainment for a good friend, a birthday celebration in one of your less crowded days. The chances are you'll find so much enjoyment in these simple variations of the old routine that as time goes on, other less attractive, less satisfying ways of spending your leisure will lose some of their appeal.

### Mastering the Arts of Leisure

**T**HE family that is composed of young children is particularly fortunate, for usually there are no special demands on a child's time outside his own family circle. And since children are always in the mood for things that are fun, parents will

find rare pleasure in making playtime a really gay time, while implanting in the youngsters habits of recreation that will continue throughout their lives.

After the family has learned about the fun that releases people for happy, effective living, it is pretty likely that such training will go deep enough to withstand all adverse influences outside the home. The child will carry those early fun-customs with him when he goes out into the community—first the neighborhood, then the school and the playground. And as he grows older and becomes a member of community groups that mold public opinion, he will be judged as much by his leisure pursuits as by his daily work. Remember that saying, "Tell me what a man does in his free time and I will tell you what kind of a man he is."

### Lessons for Leisure

**I**T is a comforting thought that most of our cities and towns either have playgrounds, playing fields, and community centers under the direction of trained leaders or else are planning to have them in the near future. We are beginning to realize that when children are old enough to seek companionship outside the family they should be provided with places to play where the standards of behavior are the same as those they have been taught to respect at home, at school, and in church.

The schools, too, are showing much interest in setting up concrete, workable plans so that our boys and girls may become more discriminating in their choice of leisure-time activities. Perhaps you yourself have noticed that committees concerned with the school curriculum of the future are turning their attention more and more toward subjects that will prepare future citizens to take their place in a new world. Articles are being written on leisure-time education because parents and educators are aware that the knowledge acquired in the schoolroom must enable a child to think and act effectively in *all* his life relationships. In school, for example, he must cultivate an appreciation for the many kinds of skills, interests, and activities that make up what we call the abundant life.

One department of education is considering such subjects as these for study in the public schools of its state: "Planning the Better Management of Our Play Program," "Taking the Peril Out of Play," "Making Use of Recreation Facilities," "A Good Time by All," "Sharing the Nation's Celebrations," and other topics bearing on recreation and the abundant life in community, state, and nation. Interestingly enough, the churches too are placing greater emphasis on the constructive value of wholesome recreation.

### Heartening Headlines

**F**ORTUNATELY for those who are giving so much of their time, thought, and effort to this cause, the same newspaper referred to at the beginning of this article also carried some good news. Several headlines tell quite a different story from those I have quoted—a story of fun that frees.

#### KIDDIES' DELIGHT

During the 1946 season the New York Yankees admitted free to their games more than 100,000 youngsters. This season, on twenty playing dates, the Yankees will be host to more than 300,000 juveniles.

#### HEMLOCK AVENUE GETS BIG THRILL AS SOAPBOX DERBY RACERS DASH BY

American youngsters were indulging in a peculiarly American sport and having the time of their lives in oddly contrived vehicles made by their own hands.

#### CAHILL PICNIC DRAWS CROWD

Youngsters outcavort parents at a family event.

#### CHILDREN FLY HIGH IN KITE CONTEST

Ranging in age from four and a half to seventeen years, children raced up and down the flat roof of a pier, tugging kite strings, rolling up balls of string, or watching their kites do nose dives in the sunny blue sky.

#### SALLY S WINS CHESTER RIVER YACHT CLUB'S FREE-FOR-ALL FEATURE EVENT

Chesapeake Bay small-boat sailing men got a good chance to prove what classes of boats were better than others, boat for boat.

So every day, too, we see evidences of the kind of fun that invigorates, relaxes, inspires, challenges, refreshes, and amuses. Some people, then, do know how to play. But we need more recreation—the right kind—for more people. It is up to the persons and organizations who are in positions of leadership to point the way toward the safer, saner, more satisfying way of life for which the world is so eager.

Let us keep in mind that recreation is not just some pastime to fill an interlude between working hours, not just something one does to refresh weary muscles or a tired mind, not something to dream of doing after we are old enough to retire from active work. Recreation is a lifelong necessity. It means doing something that is free, voluntary, unregimented, purposeful, and interesting—interspersed between, and in some instances enjoyed simultaneously with, our working hours.

Yet first of all, in order to profit fully by what our leisure hours can hold for us, we must open our minds, open them wide to a multitude of exciting possibilities—to knowledge, adventure, romance, travel, books, pictures, music, drama, art, games, friends, companionship, beauty, and spiritual ideas. Then and only then shall we know the true meaning of the fun that frees.

See outline, questions, and reading references on page 33.

# OUR SCHOOLS IN ACTION



## LET'S CATCH UP!

A. PAULINE SANDERS

EDITH D. DAVISON



**E** DUCATION never quite catches up with life. What is called the "cultural lag" is always with us. We wear straw hats in January and felt hats in June. We have money to buy a car, and there are no cars to buy. Why does this come about? William F. Ogburn in his book *Social Change* tells us that changes occur in the material culture of a people before they do in the adaptive culture. If the material culture changes too rapidly, the cultural lag piles up. The result is turmoil. Tensions and unhappiness run rampant; human beings feel insecure and thus tend to glorify the good old days.

We are a nation bewildered by the impact of a prolonged economic depression, followed by a world war. In what seems scarcely an instant of

time our family life in America has undergone radical changes.

Yet the family is still the heart and the hope of our civilization. This is why parents need the best and soundest knowledge about human growth and development and the skills involved in our democratic ways of living. It is why children, on their side, need more opportunities for vital homemaking experiences and for gaining insight into human relations. But because of changes in our modern society, the schools must now assume responsibility for providing experiences formerly supplied by the family itself.

### Homemaking—A Basic Art

**M**OST of us realize that the curriculum has changed in many ways from the days when we went to school. And for the better, we say quite truthfully. But too many of us would be at a loss to describe these significant changes, let alone the actual programs they have produced. In this article, the first of a special series designed to give us inside information on the schools in action, our national chairman of Home and Family Life and her collaborator disclose the why and how of homemaking courses.

**H**ERE is where *homemaking education* comes in, that part of the broad field of education for family life which has as its specific goal the preparing of boys and girls to make and maintain their own homes. *Education for family life* aims at the understanding and improvement of relations within the family group and also between the family and the community. The name we give to this field, however, matters little. What does matter, what is imperative if the present wave of de-

NOTE.—The authors were assisted in the preparation of this article by J. Marie Prother, adviser of homemaking for Potter and Cameron counties, Pennsylvania. The illustrations, all of which show actual homemaking projects, were furnished by the writers.



linquency and broken homes is to be controlled, is that education for family living become a required part of the school experience of every boy and girl.

In Pennsylvania and in many other states, all boys and girls in the seventh and eighth grades are receiving instruction in family living. The needs of junior and senior high school girls have been studied by the state, and programs developed to fulfill these needs.

Senior high school courses often include such aspects of family life as money and time management, home mechanics, child care and development, marriage and family relations, consumer education, family economics, the selection and care of clothing, home nursing, home improvement, and nutrition. In addition, high school students frequently elect a course that emphasizes the development of specific skills, such as dressmaking.

The effectiveness of the family life education offered in any school or community depends largely on the facilities provided for it. Experts say that as far as possible the equipment should approximate that of a good American home belonging to a family of moderate means. A small house located near the school building, with one or two rooms set up as laboratories and a few rooms equipped and furnished like those of the typical modern home in that community, will prove ideal for homemaking education.

There are, of course, many possible variations. The "efficiency apartment" (which is just what its name implies) helps prepare girls and women for the dual role of wage earning and homemaking. The all-purpose room is another solution. But whether cottage, apartment, room, or group of rooms, the unit should be arranged so as to facilitate demonstration of good management in all the essential routines of homemaking. The equipment, however, should serve to encourage leadership and student activity rather than dependence on the teacher.

### A Room of Their Own

ONE particularly successful project that fulfills all these qualifications was the development of an all-purpose room by the girls in the homemaking class at Lake Township High School, Luzerne County, Pennsylvania (see illustration). The room was

The living-room section of the homemaking room described by Joyce and Helen of Lake Township High School.

formally opened with a radio broadcast, also prepared by the students. Excerpts from the script—a dialogue between two members of the class—will give some idea of the enthusiastic and intelligent effort that produced this homemaking laboratory.

*Helen.* All we had when we first began classes in our homemaking room were vast, unequipped storage and cupboard spaces, two sinks without running water, improvised work tables, and a teacher's desk. Perhaps our radio audience would be interested to know what we have today.

*Joyce.* We have, first, a kitchen area made up of three separate units. Each one is a reproduction of a modern kitchen in the average home, with a gas or electric range, built-in sink, and spacious cupboards. It nicely accommodates four girls working together.

*Helen.* And don't forget the electric dishwasher, refrigerator, and home freezer we are expecting any day!

*Joyce.* Even the seventh and eighth grades contributed toward furnishing our all-purpose room.

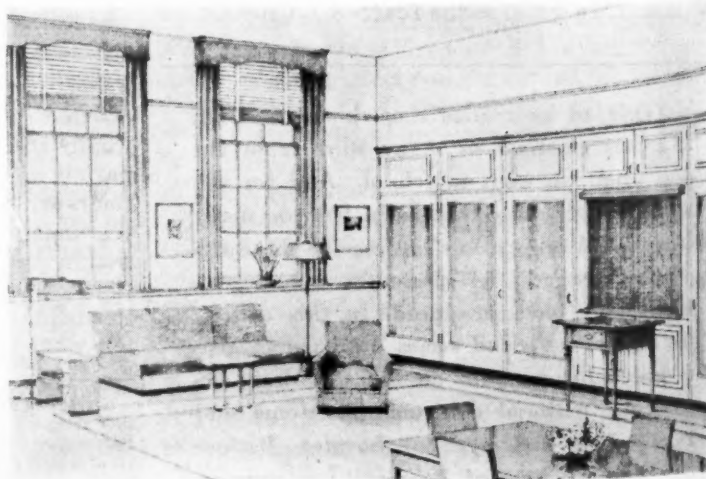
*Helen.* Yes indeed! They made the attractive place-mat and napkin sets in delicate pink, blue, yellow, and green, which harmonize so well with our pastel-colored dishes. And our fellow juniors and seniors would certainly never forgive us if we forgot to mention their participation in the sewing program.

*Joyce.* The drapery project was quite a large assignment, but our study of interior decoration helped us solve the problem. After quite a bit of deliberation we selected the material that would contribute most, in design and color, toward the beauty of our room.

*Helen.* Making the draperies was a new experience to most of us, but with the aid of our four new electric sewing machines we didn't find the task too difficult.

*Joyce.* Which reminds me, I think it's about time to mention our sewing area. Clothing construction has always played a large role in homemaking, and our room is especially well equipped for this type of work. In the center space we have four large maple tables where we lay out our materials and patterns. I might also add that these tables have a double use. They accommodate six guests very nicely when food-preparation classes serve breakfasts and luncheons.

*Helen.* But food preparation and clothing construction form only part of our homemaking course. Next year we hope to have a complete laundry unit—a washing machine, ironer, and automatic dryer.





*Joyce.* One section of our room of which we still have not spoken is the living-room area. When completed, it will contain a love seat, upholstered chair, end table, and coffee table. One corner will be furnished with a maple desk and another upholstered chair. This corner will lend itself well to teacher-pupil conferences and friendly consultation. There are numerous bookshelves, too, for textbooks and reference materials.

*Helen.* The color scheme of the entire room is a two-tone combination. The walls of the living room are painted rose, with the adjoining woodwork a French beige. Pale green is introduced in the kitchen area, relieved by ivory-white woodwork and cupboards.

*Joyce.* In contrast to the cool tints of the kitchen walls, we chose brilliant red and yellow pitchers, flowerpots, trays, and pottery.

*Helen.* As an additional artistic touch, the entire room is decorated with plants and ornamental groupings that are created by combining harmonizing swatches of drapery material, construction paper, and vases. These displays are changed to suit approaching holidays.

*Teacher.* Many family activities can be carried on in this large, modern, colorful, and attractive room with its food preparation area, sewing room, laundry unit, and living room. It is indeed an all-purpose room in which to learn homemaking—which today means education for the normal activities of family living.

This program indicates a most promising trend: the use of radio to stimulate interest in homemaking education and to give the public a good idea of the activities in this field.

Fortunate are the girl students of Latrobe High School, Latrobe, Pennsylvania, whose cottage makes a homelike setting and an attractive center for the activities of the Future Homemakers of America. This organization, an integral part of the homemaking program, now has a Pennsylvania membership of seven thousand, located in fifty-six counties. The projects of the Future Homemakers, carried on in and around the school, furnish experiences in the art of improving oneself as well as one's home, school, and community.

### The Young Guide the Youngest

STILL another part of the Pennsylvania homemaking program is the functional teaching of child development to both boys and girls. This is done by means of nursery school and play school projects. During the school year 1946-47 twenty-three departments in the state reported play schools in their vocational homemaking programs. Four districts conducted nursery schools as a way of enriching the homemaking curriculum.

For the past five years ninth-grade girls in Wiconisco, Pennsylvania, have carried on a nursery project for two half sessions a week. The boys help too. They take part in various activities, such as designing and executing mural paintings. The fact that these young people successfully enacted their roles as nursery school teachers was evident in the behavior of their small charges. The children learned quickly to fit in with the group. Their

eating habits improved, and they developed many new motor skills.

Units of instruction in family relations have been presented in various unusual and dynamic ways. Beaver Vocational High School began such a unit with a panel discussion held at a school assembly. The topic "What Should Parents and Children Expect of Each Other?" was discussed by two fathers, two mothers, two grandparents, two ministers, and two students, with the principal acting as moderator. Each panel member gave a five-minute presentation followed by many questions from the student body and their parents, who were guests on this occasion. The conclusions of the discussion are serious and pertinent enough to list in full:

#### What Parents Expect of Their Children

1. Respect and cooperation.
2. An appreciation of the value and wise use of money.
3. An acceptance of some financial responsibility in meeting the operating expenses of the family.
4. A cheerful acceptance of their share in the performance of household duties.
5. A real effort to live harmoniously with other members of the family.
6. The acceptance of opportunities to make the most of themselves.

#### What Children Expect of Their Parents

1. Incentive for the free discussion of all problems at home.
2. A sympathetic understanding of the mistakes of youth.
3. The replacement of many negative *don'ts* with more *do's*.
4. Comradeship.
5. A restraint on quarreling in the presence of children.
6. Lack of favoritism.
7. Religious training.

When the 120 Beaver Vocational High School students were questioned about family problems that they worried about and felt their parents should solve, the most universal answers were:

1. Parents' bickering over money.
2. Favoritism shown by parents to certain children.
3. The "Why-can't-you-do-as-well-as-Susie?" attitude of parents.
4. Not being able to discuss worrisome problems with one's parents, especially problems about sex.
5. Being ashamed of one's home and afraid to invite friends there.
6. Too much criticism and not enough praise.

It is easy, then, to see how homemaking education is strengthening the scope of its program, a program in which the school shares with the home direct responsibility for preparing young people to succeed in family living. In other words, homemaking education is doing its best to shorten that well-known cultural lag. And sometime—perhaps not too far in the future—education may catch up with life.

# STUDENTS in QUANDARIES

WENDELL JOHNSON

that type. We shall look, then, at stutterers—and especially at Henry.

## The "Henry" in All of Us

THE conveyor belt at which I sit must surely be one of the strangest in all the world. It flaps and jiggles its fateful course from somewhere on the other side of the kindergarten to somewhere beyond the college campus. It bears a cargo of highly varied possibilities, and along its edges, as far as one can see in either direction, workmen sit and stand—bending, reaching, molding, rubbing gently or vigorously, smiling or scowling, softly singing or fiercely shouting, doing and undoing and redoing. They are making men and women out of boys and girls!

The place where I sit is near the far door. I work chiefly as an undoer and a redoer. Still farther along the line there are other undoers and redoers, shaking their heads over the unfinished and warped materials brought to their hands. Occasionally the conveyor belt brings to my station a well-proportioned, polished, nearly finished product, and I nod my head in approval as it moves by.

On the other hand, one out of ten of the slowly passing specimens requires such special attention as I am supposedly able to give it. This adds up to a great many. Time is short, the work to be done is sometimes extensive and complex, and the tools and skills available are for the most part limited and simple. Even so, what can be undone and redone is in a good many cases very gratifying.

The cargo of this conveyor belt that reaches my station is mostly young men and women, but there are some children. You see, my station is a psychological and speech clinic in a large state university. The young men and women and the children with whom I work are referred to generally as "the handicapped" and "the maladjusted." At my particular station "the handicapped" are mainly speech defectives of various kinds, and "the maladjusted" are chiefly university students who are not getting along well.

To tell you about all these individuals and their problems would take more time than we have and would leave us, in all probability, more informed than wise. Our main purpose can be served much better by centering our attention on one type, and mainly on one individual representing

THE reason we shall do this is that Henry is quite typical of stutterers, and stutterers are surprisingly representative of what we call, far too glibly, "the handicapped" and "the maladjusted." Why too glibly? Because we are likely to be soberingly impressed with how much most of us have in common with Henry. The conveyor belt that brings him to us is, after all, the same conveyor belt on which we have been transported from the uncertainties of innocence to the hazards of habit and conviction: the conveyor belt of education, of culture.

Henry stutters. This is a specific way of stating a general fact—that Henry has a fear which he expresses through tension. But we all have fears of some kind and under some conditions, and we all express these fears through tensions that vary in degree and in pattern. In this sense, then, there is nothing unusual about Henry. Yet in a more specific sense, of course, Henry is different from most of us, though not from the million other Americans who also stutter.

When we say Henry stutters, we mean that in speaking he tries to stop every so often—because he is afraid to go on. It is important, if we are to understand him, to observe just what he does in trying to stop and to find out why he is afraid to go ahead.

Suppose Henry, instead of being a stutterer, were a young man—but not a daring young man—on a tight-rope. He stands on the platform hesitating to take the first step, fearful of the possible consequences. Below him people are watching, waiting. He hesitates because of them quite as much as he hesitates to step onto the rope. To turn away, with no desire to walk the rope, would be simple; to walk the rope, with no desire to turn away, would be easy. But to do either while *wanting* to do both is tremendously difficult.

And so, tense and apprehensive, our young man steps gingerly forward. He steps again. Again. And then—



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the next step seems extremely hazardous, even impossible. But it is equally hazardous to stop in mid-motion. Preoccupation sets in, fearful preoccupation with the imminent danger of falling off the rope—and by his tense, anxious struggle to avoid this catastrophe, he actually makes it happen. He falls off the rope precisely because he tries so hard not to.

Henry's stuttering is like that. If you should ask him his name, he would be moved to tell it to you promptly. But he would be moved equally strongly to tell it to you without the stuttering that he fearfully expects will occur if he speaks. And so, like our young man readying himself to walk the tightrope, Henry is held rigid by a conflict between a powerful stimulus to speak and an urgent desire to avoid stuttering. His lips are stimulated to open and also to stay closed. His tongue is prompted to move, and also to lie still.

But you are waiting for him to speak. So he succeeds in resolving the conflict sufficiently to say his first name, perhaps. Then as he contemplates speaking his last name the conflict reasserts itself. Preoccupied with the effort to avoid stuttering, he struggles to stop his speech—and by this struggle the stuttering that he feared would happen is made to happen. The struggle to avoid stuttering is, in fact, the stuttering!

Such behavior does not make Henry unique. What he does as a stutterer is common indeed. Trying not to stumble, we stumble. Tensely striving to avoid awkwardness on the dance floor, we dance awkwardly. Intent on not spilling, we jiggle the water tumbler. Straining to avoid errors in typing, we strike the wrong keys. This we understand; we do something like it every day.

Just so, we understand Henry's fear. He is afraid not of stuttering but of its possible consequences. He is afraid of disapproval and failure. And so are we all. It is not that we are afraid of dancing poorly, of making typing errors, of mispronouncing certain words, of giving the wrong answers. We are afraid of the presumed consequences of doing these things. We are afraid, as Henry is, of disapproval.

Henry's misfortune—and it is not unlike our own—is that he tries too hard to do too well, to please others too much. He has been taught to cherish desperately an ideal that is too high for him to achieve. Falling short of this ideal, he reaps an ever deepening feeling of defeat, of failure and inferiority. Finding that he cannot speak perfectly, he loses confidence in his ability to speak at all.

How did Henry ever fall into such a perplexing dilemma? The major part of the apparent answer is surpris-

**H**ERE is the sensitive story of Henry, the boy who stuttered so badly that he was taken to the speech clinic of a large state university. Yet surprisingly enough, we find reflected in Henry's emotional history the conflicts, fears, and quandaries of nearly all human beings. Because this is so, the advice given by the author, whose job is to "undo" inner miseries and "redo" maladjusted personalities, should be taken to heart by every person who strives for successful living.

ingly simple. Objective analysis of children's speech has shown that it falls far short of being perfectly smooth or fluent. It is hesitant and repetitious, marked particularly by the repetition of words, parts of words, and phrases. In fact, between the ages of two and five the average child has forty-five such repetitions per thousand words.

When Henry was about three years old, he was speaking in such a fashion. That is to say, he was speaking normally. But his parents, not knowing what normal childhood speech is like, became concerned. For a time they said nothing and they did nothing; they just worried. But the more they worried, the more they worried. They convinced themselves that there was something the matter with Henry's speech. Seeking a name for it, they called it stuttering—and the name worried them even more than Henry's speech did.

Being conscientious parents, they did something about it. Whenever Henry repeated, they asked him to stop and start over, to speak more slowly, to take his time, to relax, to think out what he wanted to say, to take a breath—and Henry got from all this only a vague, uneasy feeling that he was being disapproved of.

In other words, his best speech was not good enough. Self-consciously, he tried to do what his parents seemed to want him to do. He tried, that is, to speak better. He tried too hard to speak too well. He tried to avoid repeating—and the resulting effort interfered all the more with the free flow of his speech. His parents became still more concerned. So did Henry. He spoke with still greater self-consciousness, with greater effort and interfering tension. By now his parents were in despair—and Henry knew it.

### Failure Follows Effort

**T**HAT is how Henry became a stutterer. It is a short, simple story about a little boy striving to live up to an ideal placed far beyond his reach, a boy made to feel his parents' disapproval of his failure. He learned to dread this disapproval and to struggle hard to avoid it. He came to know a fear, a persistently recurrent anxiety, and to express this anxiety in tension. The particular anxiety-tension that Henry acquired we call stuttering.

Stuttering, however, is only one of hundreds of forms of anxiety-tension. And these hundreds of other forms are much like stuttering in the



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way they are brought about and maintained. They are the product of excessive idealism, unrealistic standards of achievement too keenly cherished. The prospect of failing to achieve them is contemplated with dread. And the anxiety with which failure is anticipated expresses itself in tensions that make failure all the more likely to occur.

The problem is to arrest this vicious circle and reverse its motion: to reduce the anxiety, so as to decrease the tension, so as to improve performance, in order to reduce anxiety still further, decrease tension, improve performance, and so on in a beneficent progression.

The key to this reversal lies in redefining the goal. Henry, for example, must lower his standards. He can do this in a very direct and practical fashion simply by giving up his unreasoned ideal of not stuttering at all. This means, surprisingly enough at first glance, that he will improve, not by trying to avoid stuttering, but by stuttering freely—carefully noting the consequences. For it is the consequences that he fears, and he will find them to be far less fearful than he had assumed. This reassuring discovery will make the lowered standard—an amount of stuttering reasonable for him—more acceptable. Striving for a more accessible goal, he will experience failure much less often. And, having reevaluated the failure he does have, he will come to dread it much less intently. With less anxiety his tensions will decrease, and his speech will improve.

Viewed from a slightly different angle, the problem is that of getting somehow from A to B—from stuttering to not-stuttering. One way would be to get there in a flash, in “no time,” just to stop stuttering some Tuesday morning at ten o’clock sharp. But the willow that grows the magic wand by which this might be accomplished has not yet been found. In the meantime the only way anyone has ever discovered to get from A to B is to go by degrees, a bit at a time.

For if Henry is to change the way he speaks from stuttering to not-stuttering, he will have to change by degrees. And what is there to change? The way he stutters, of course. But if he is to change the way he stutters, he will have to stutter deliberately, on purpose. By stuttering on purpose he can learn to stutter more and more simply and more and more easily, until he is stuttering so simply and easily that it just doesn’t make any difference whether he stutters or not. And when it no longer makes any difference, there is nothing of which to be afraid, and so there is no longer any tension, any conflict—or any stuttering.

And thus it is with most of our other anxiety-tensions, too—our stage frights, our uneasiness about dinner-table conversation, our disappointments in love, school, work, and play. We have

to contend mainly with a pervasive disappointment, a sense of frustration by which we are annoyed, even angered, and eventually discouraged. We are aware of a sense of failure and the threat of failure.

### Too Great Expectations

THE lesson—the simple kindergarten lesson—we have to learn is that there is no failure in life. Failure is merely the negative difference (as success is the positive difference) between what we expect and what we get, between what we strive for and what we achieve. It follows as surely as summer follows spring that if we strive for goals we cannot achieve we shall experience failure.

And nothing fails like failure. One sure way to have a wreck is to hitch your little red wagon to a star. The way to become a stutterer is to try anxiously to avoid the imperfections that are normal and natural in speech. The way to ruin your golf score is to try desperately to improve it more than you can. The way to convince yourself that you are an ignoramus is to set out resolutely to be a genius from morning till night. If you would acquire a really sumptuous inferiority complex, pattern your ideals after Hollywood, the “Men of Distinction,” and the “true stories” of newsstand fiction magazines.

If, however, you prefer feelings of success, lower your sights. Aim at least a little below the best you have ever done. Your objective should be governed, of course, by the circumstances with which you have to contend. “What’s par on this hole?” is a good question with which to approach any new assignment. And then don’t expect to shoot par if you don’t as a rule. Expect what would be reasonable *for you*. Don’t compete with Jones; compete with yourself—not with your exceptional, once-in-a-lifetime self but your slightly-better-than-average self. And then if you fail consistently, lower your sights a little more. Keep on adjusting them until you succeed more often than you fail. For nothing succeeds like success. It reduces anxieties, it decreases tensions, it builds self-confidence, it generates enthusiasm and zest. Success is good; we need more of it.

That is the most important thing I have learned sitting beside the conveyor belt of education, examining “the handicapped” and “the maladjusted,” trying to undo what has been unjustly done, striving to redo the job of building them into successful persons. For it is success they want, and it is success we want them to have. Having it is a simple matter of achieving as much as, or more than, we set our hearts on. And that can be arranged.





# WHAT'S HAPPENING IN Education?

When my children were in elementary school I was an active member of the parent-teacher association. Now that they are in high school, however, I find that they do not want me to come to the school. At first I was hurt by their attitude, but later I learned that other mothers had had the same experience. Can anything be done about this? —M. K.

YOUR question really should go to another department, but I can tell you about a means of bridging this sort of gulf between parents and high school students. In a Brooklyn high school a resourceful teacher organized a Charm Club. Its first purpose was to help girls develop good manners and good taste in dress, but Charm Club sessions soon went beyond these topics. The youthful members began discussing difficulties they were having at home: parents' "interference" in regard to boys a girl wanted to date, parents' unreasonableness about the time to get in at night, and so on. Of course, most of the students believed all the right was on their side and none on the side of their unfeeling, old-fashioned mothers and fathers.

So the teacher said "Why don't we talk these things over with your parents?" The club agreed, and parents were invited to a forum discussion during which the hot issues came out in the open. As a result the parents saw their children's views in a new light, and the students discovered, some-

what to their surprise, that parents could be right.

Out of the talks, too, came a workable community agreement on the "ground rules" of parent-child relationships. Better yet, the students found that their parents could even help them obtain some of the school improvements that they had long been wanting.

Students in this particular high school no longer feel embarrassed when their parents come to the school. In fact, they want them to come. Teachers, parents, and young people are used to talking over mutual problems and working together. Naturally such cooperation strengthens the school's P.T.A.

The teacher who helped break down the barriers believes that the place to begin is with the social and personal problems that seem so terribly important to the adolescent. So if you have a running argument in your family about whether Junior is old enough to drive the car, why not take it to the high school for open discussion? And invite other parents of other Juniors to come along with you. Perhaps your high school P.T.A. can help you and Junior to arrive at a happy, constructive decision.

• Where can I find a motion picture about the United Nations?—E. R. N.

YOUR state or local film library should have one or more prints of a very good new 16mm. sound film called *The People's Charter*. This is the first of a series of seventeen or more films to be produced by the Film and Slide Film Section of the U.N.'s Information Service. I have seen a preview of *The People's Charter* and can heartily recommend it. The picture goes behind and beyond the controversial headlines to the basic thought that the peoples of this world want peace. It helps us to remember that the United Nations is an association of peoples, not just an arena for contending diplomats, as the daily newspapers would lead us to believe.

*The People's Charter*—through edited selections from news and documentary shots made in many countries—shows the peoples of the world battling against fascism; the signing of the Atlantic Char-

THIS department, now in its third year, is designed to give parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, an educator and writer of broad experience, emphasizes not only what is going on in the schools today but what may be expected in the way of future practices. You are cordially invited to send your queries to the *National Parent-Teacher*.

ter; the drafting of the United Nations Charter; the coming of peace and the hard tasks of reconstruction. It reminds its audiences at all points that the U.N. is the agency of the peoples of the world, that its success depends on us.

While we are on the subject, may I add that you can obtain free from the U.N. Information Division a film strip on the organization of the United Nations. The strip is accompanied by a script that can be used to interpret the pictures as they are flashed on the screen.

Watch for announcements of other films in the U.N. series. Various nations have taken responsibility for making films on different phases of U.N.'s functions. Canada will do a film on how the world has been mapped; Russia, one on science; Belgium, one on the prevention of child delinquency. To the United States falls the task of making a film on world agricultural problems.

Polish film makers have a unique assignment. They will produce a picture of the United Nations at work on a specific problem—aid to children in war-torn countries. Poland originally presented this problem to the U.N., and the nations adopted the plan known as the Children's Fund. This plan, now in operation, is bringing succor to thousands of children in many lands. The film will show the whole process. It is good to know, isn't it, that the young United Nations organization is tackling such problems and solving them successfully?

- Some of the twenty-five-cent books that appear on newsstands would be very good for use in the schools. I myself have bought copies of Kipling's *Captains Courageous* and Tarkington's *Seventeen* for my classes. But when I ask book dealers for more copies of these and other titles I have no success at all. Can you tell me how I can get copies of these paper-bound editions for classroom reading?—D. M. V.

**I** HAVE had the same experience in connection with my own teaching, so I am doubly glad to say that channels through which the schools can obtain the best of the twenty-five-cent books are being opened up. First to act was Pocket Books, which operates the Teen-Age Book Club, a plan whereby students can order books not presently available on the stands.

Bantam Books, Incorporated, and *Scholastic Magazines* have recently announced a somewhat different plan with the same purpose—bringing good literature at low cost within the reach of pupils. These two organizations will cooperate to issue new twenty-five-cent books of special value for school use. The first of these is *Twenty Grand*, twenty short stories by American authors in which teen-age boys and girls figure prominently.

Many of the titles released for the general public

by Pocket Books, Bantam, and Penguin will be found on standard high school reading lists. If they can be made available to students, they will constitute an excellent stock of reading resources.

The inexpensive paper-bound book is not a new idea, though. Those penny dreadfuls our grandparents read on the sly were paperbacks, and in Europe the Tauchnitz "soft covers" were widely popular for many years. But American booksellers, who have preferred hard-cover books largely because of the wider profit margin for dealers, didn't "catch on" until the twenty-five-cent books began appearing in drugstores and on newsstands. In the past two years the United States has bought more twenty-five-cent books than it has all the best sellers that have been published since 1880 (including *Gone with the Wind*). Last year more than half a million copies of Pocket Books were purchased by school children alone, through the Teen-Age Book Club.

Here is an answer for those who worry about whether our children are really being taught to read. Apparently enough of them have learned to read and to like it so well that they—and their elders—buy more than a hundred million paperbacks annually. Quantity production, soft covers, and mass distribution have made it possible to supply books at one tenth the usual price. And the benefits of this publishing revolution are now reaching the schoolroom.

- I have read in the newspapers that a Freedom Train containing an exhibit of famous American documents will stop at various places throughout the country. When will it come our way? Have arrangements been made for visits by school children?—E. D. F.

**B**y the time you read this, the Freedom Train will have started out from Philadelphia, where it was opened with impressive ceremonies on September 17. From there it is making a thirty-three-thousand-mile trip to three hundred cities.

Among the hundred famous documents to be displayed on the Freedom Train will be the Declaration of Independence, the Bill of Rights, the Emancipation Proclamation, and Washington's Farewell Address.

The Freedom Train will of course welcome visits by school children. The officials hope, I am told, that school groups will be able to visit the train in the mornings. Efforts are also being made to publish a teacher's guide, with suggestions for making the visit meaningful.

The success of the Freedom Train will depend more on community cooperation than on the train itself. So do what you can to make it a most important experience in the lives of your children.

—WILLIAM D. BOUTWELL

S. R. LAYCOCK

W HEN I was a boy there used to come to my Ontario farm home a tall, gaunt Welshman by the name of Llewellyn Jones. Llew was one of my community teachers, and he had a great influence on me. He had a large fund of stories. One of them—a dreadful tale about people coming to life in their coffins—still haunts my dreams.

But another of Llew's stories has been of great help to me. It was about a tribe of Indians who had an unusual custom. Whenever one of their number died, nobody could leave the grave side at the burial until someone had said something good about the departed. One day a big, cruel bully of an Indian died. He had been cordially detested and feared by all his fellows, and he simply had no friends. At the grave side no one could think of anything good to say about him, so everybody



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## Making Friends

THE diffident child has a social handicap. So has the pushing, domineering one. So has the one who shuns the boys and girls he happens not to like or cannot understand. Since it is part of a parent's job to see to it that his or her "trainees" are without home-born handicaps, the suggestions conveyed in this article should be worth a bit of pondering.

waited and waited. Half an hour passed, and still nobody could think of anything to say. Finally one old patriarch of the tribe said, "Well, big, strong Indian dead." That was the best that could be done, and so the crowd departed.

You may be sure Llew drew a good moral for my childish ears about how dreadful it was to live in such a way that you had no friends. And, as you see, I have not forgotten the story.

I think you will agree with my old neighbor Llew that one of the most disastrous things that can happen to anyone is to have no friends. Of all the skills that must be acquired if one is to live comfortably and happily, there is probably none more important than that of being able to make friends. Certainly acquiring this ability is one of the most important aspects of your child's

social development. So it may be worth while to give some concentrated thought to this matter.

### A Kit of Social Tools

LET us consider, to begin with, just what making friends involves. As I see it, there are three skills that boys and girls need in their relations with other people. First of all there are the social techniques—what to do and say at teas or receptions, how to greet and respond to greetings, and how to "sell" in the business world. Who can say that even the smallest of these little amenities are without importance? Certainly they should not be neglected if the home is to do its part in education for social living.

Second, children need to develop skill in the art



of getting along with the people they have to associate with from day to day. These may be in the same class at school or on the same team or later in the same office or the same club. All their lives, children will have to live and work with other people. Moreover, they will have to learn to get along with these other folk whether they particularly like them or not. And third, they should be able to develop the warm, intimate relations that close friendships and happy family living require.

But how does one help children to gain these three kinds of skill? Let us deal with the niceties of human living first—matters of etiquette and social graces that will smooth the pathway to happy living. How can we get our children to develop them? The answer is clear, yet not always clearly understood. The most important way of teaching children the simple courtesies and amenities of human living is for us—husbands and wives—to practice them ourselves at home. If we expect our child to have company manners only on special occasions he is almost sure to let us down. But if we, his parents, always display good table manners whether there are visitors or not, if we treat one another and our children with courtesy, then the youngsters have a good chance of behaving creditably in the presence of strangers.

### The Book of Social Rules

**H**OWEVER, in addition to example there will have to be teaching. And here the main thing is to avoid being overanxious and expecting too much too soon. The youngster of twenty months has not developed enough coordination to be able to eat like a grown-up. And the boy of eleven who is primarily interested in adventure and the gang is not likely to care about keeping his hair slick or his clothes tidy. That is why parents need to study the characteristics exhibited by children at various age levels. They should know what to expect. But they will always have to study their own children, too, for each child develops at his or her own rate.

I do not mean, of course, that one should not start fairly early to train a child to have table manners and be courteous to others. But training is not nagging! Informal discussion, as the occasion arises, about how to act and how to treat people will be of much more help to a

child in learning the rules of living. So will plenty of praise for progress in good behavior and for consideration of others.

Grownups and children alike should be fully aware of these fundamental rules: *Be dependent upon to do what you say you will. Go out of your way to help others. Be a good listener. Don't always try to have your own way. Don't go around correcting everyone's mistakes. Don't talk about people behind their backs. Don't gossip. Don't laugh at the mistakes of others. Don't be lazy. Don't be sloppy in dress. Don't feel superior to your associates and be careful lest they get the idea that you do.* These are samples of rules that human beings need to observe if they want their associates to like them. The secret of being liked is not a very deep one. Every one of us likes people who give him a sense of worth and dislikes those who injure his self-esteem.

### Artful Adjustment

**A** CHILD needs, too, to learn the art of conversation. Actually, this is the game that human beings play most of all—far more than bridge or baseball or hockey. And a child needs to learn how to be a good guest and a good host, and to know the art of thanking people for favors and courtesies. But I say once more, if parents practice these things themselves and encourage their youngsters to develop them gradually—by praise and without nagging—they will be doing their boys and girls a great favor because they will be fitting them for the business of living.



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The second skill—that of getting along with the people with whom one is associated in work or play but whom one does not particularly like—is also a very necessary one for children to learn. Every one of us who works in any community organization or is engaged in business or a profession, must learn to cooperate willingly and happily with those whose personalities do not attract us.

Perhaps it is just a question of adjustment to a different kind of personality from our own, or perhaps it is a question of "learning to suffer fools gladly." In any case the lesson is one that parents should help children to learn early. It can be done by example and by discussion. There are plenty of occasions. The children will come home storming about someone in their class or on their team whom they don't like. When they do, don't just preach at them. Instead, talk with them about how life demands that we work with people who differ from us, and make it known that the more important the position we hold, the more adjustments of this kind we shall have to make.

### Fruits of the Home Soil

ABOUT the third point there is not a doubt in the world. We want our children to grow up able to enter into strong friendships with a few kindred souls and to love deeply the mates whom they choose as their life partners. Believe it or not, whether our boys and girls will be able to do that depends very directly on the parents and on the degree of emotional security they and their children enjoy in their own home.

There was a time when we thought that the ability to love others was born in a child, just like the color of his eyes. Now we know that the ability to love others has to be learned (if it is to be

learned at all) in the normal atmosphere of a good home—a home in which the father and mother love one another and all the children feel secure in the love and affection of their parents.

So the best way of being assured that your child will be capable of normal love and friendship when he grows up is to give him a happy home where his parents love him and where they themselves get on well together, where discipline is neither lax nor harsh but always just and fair, and where the values of kindness, tolerance, and good will toward others have a high place in his parents' hearts.

Children brought up in a friendly home are likely to be friendly. If your child is rejected by his group or has no friends or goes off and plays by himself, then it is time for you to do some hard thinking. Very often it is of no use merely to exhort him to play with other children. Perhaps he feels insecure in his own home, or perhaps you have babied him too much, or been too strict.

If your child is smaller than other children his own age or not so well developed mentally or perhaps is exceptionally bright for his years or has a physical handicap, he may need help in making friends. Probably he will do better with a group invited into his own home or his own yard to share his toys than he will if he has to venture far afield. You will have to encourage him and build his self-confidence. Then if he is still not acceptable to other children, you may find that he just doesn't know and practice the rules of the play group. In that case, too, you are going to have to help him.

In any event, I'm sure you agree that there are very few things a child needs to learn more than the art of getting along with others and of making friends. If we can help him to practice that art with real proficiency, we shall have started him on the road to happy living.

### "IN THE MINDS OF MEN . . ."

AS this issue goes to press, the U.S. National Commission for the United Nations Educational, Scientific, and Cultural Organization is assembling at Chicago, Illinois, for its third important meeting. The first session will be opened by Milton S. Eisenhower, chairman, on September 11. Other distinguished Americans who are scheduled to take part in guiding the three-day sessions include Waldo G. Leland, Ben M. Cherrington, Howard E. Wilson, David Sarnoff, and Walter H. C. Laves. The functions of UNESCO in the light of world conditions today will be thoroughly explored, and particular stress will be laid on how we the people, acting through our National Commission, can become more effective partners in this most hopeful venture for world-wide understanding.

Mutual assistance between nations this year takes the place of the early postwar concept of donor and recipient. Much of UNESCO's program for 1948 will be devoted to raising world standards of education, science, and culture through projects of a threefold nature: (1) cultural reconstruction of war-devastated areas, (2) introduction of the benefits of fundamental education to parts of the world that do not now enjoy them, and (3) assurance of greater equality of access to opportunities for education everywhere.

## Planning the Campaign

FLORENCE C. BINGHAM

National Chairman, Committee on Cooperation with Colleges



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**A**T the Golden Jubilee convention of the National Congress of Parents and Teachers last June, it was announced that our membership has now reached 4,486,855. Such an imposing figure is clearly a great challenge, for four and a half million men and women can be an invincible army dedicated to the defense and protection of children and youth.

These are critical times, and the crises exist in those fields that directly and immediately concern us. Our Four-Point Program designates them as *school education, health, world understanding, and parent and family life education*. The job that must be done in each has been outlined with unmistakable clarity. Very well, then, let us put our forces to work, speed up our campaign, and fulfill our great promise and purpose.

It is the yearly program of each local unit that makes up the total plan of campaign of our parent-teacher army. In P.T.A. parlance the word *program* has two definite meanings: the projected year's work, with its theme and its stated objectives, and also the scheduled events at each monthly meeting of the association. We can arrive at a true conception of this dual significance by consulting *Program Planning*, the National Congress publication indispensable to P.T.A. program builders. One section, for example, offers a set of standards by which to verify the worthwhileness of the program for the year:

Does it fall definitely within the legitimate area of P.T.A. activity? Does it answer a clearly revealed need or interest? Does it meet with the approval of the school administration? Does it fit within the limits of time, space, and personnel of this particular association? Are the activities suited to the interests and capacities of the members who must carry them out? Are the objectives such as might be achieved in the community within a reasonable length of time? Is the plan feasible in regard to its demands on the treasury?

The program for each monthly meeting may be judged by the following criteria:

Is the topic selected with a view to the orderly development of the year's program and clearly related to the program theme? Is it interesting and comprehensible to the members? Is it closely connected with the topics that have preceded and will follow it? Is it an answer to an immediate local need? Will it be a starting point for useful activity?

### Reach for the Nearest Need

**T**HE first step in planning the year's campaign is to select a competent program committee whose members know the community and its needs as well as the objectives of P.T.A. activity. They should, if possible, represent all important elements in community life. There should be both men and women, both parents and teachers (but don't overload your teachers), and certainly one or two members of the school administration.

The most important point for this most important committee to bear in mind is that the program must be based on the actual needs and interests of the community. How can these needs and interests be discovered? Sometimes quite easily. A questionnaire filled out by the P.T.A. members, a few queries to outstanding residents, or interviews with school or city authorities will often supply more than enough information. Sometimes, however, a much broader survey will be necessary.

The Four-Point Program of the National Congress has been purposely made flexible so that it can be readily incorporated into P.T.A. programs the country over. Its objectives and its action projects are applicable to almost infinitely varied patterns of community need. An efficient program committee will study the Four-Point Program with the greatest of care, selecting those action projects that merit top priority in the year's planning.

No army would ever embark on a campaign without searching reconnaissance. Likewise in our P.T.A. plan of campaign the scouting opera-

tions—known as the survey of local needs—reveal certain obstacles and objectives. Thereupon the program committee marshals all the resources of the unit to set in operation the necessary activities. These resources include the various standing committees, study groups, and the membership at large.

In a successful army, moreover, there are many special assignments for definite services. Again, so it is with our P.T.A. forces. The publicity committee keeps the public informed about programs and progress toward established goals. The hospitality committee provides for the comfort and refreshment of members and guests. And the membership committee brings in new recruits.

### A Humanitarian Army Plans Its Strategy

THESE committees demand wide participation, and every P.T.A. program should give as many members as possible a chance to play active roles suited to their individual talents. Some successful units prepare mimeographed lists of needed services, and each member is asked to check the one he is best able to render.

A variety of methods can be employed to give members the knowledge essential to their work. The particular method used will depend largely on the subject matter to be considered at a given meeting. Many progressive associations keep an up-to-date roster of expert consultants who can be called upon for information related to the year's program. A speaker whose name is drawn from this list might give an informal talk, allowing the audience ample time for questions. Or a panel of these experts might exchange points of view on controversial aspects of the topic. The forum, the town meeting, the symposium, the interview, and the question box are also popular techniques.

Films, too, can often be used to excellent advantage. Try your local library, or else write the extension division of your state university for a catalogue of educational films. (Incidentally, these divisions may also be able to supply you with resource persons to take part in formal or informal discussions.) Radio broadcasts can be exceedingly thought-provoking when they constitute a springboard for group action.

Be sure, however, to plan the first meeting of the year with special care. Let there be no vagueness about the program for the next nine months. Give the members a clear account of long-range goals, specific objectives, and suggested activities. But even this is not enough. There should also be an outright discussion of the duties, responsibilities, and loyalties on which all progress will ultimately depend.

### Aids to Accomplishment

THE methods of conducting the campaign, then, are endless—and so are their variations, which may evolve quite naturally from newly discovered resources within the P.T.A. or the community. Here are a few suggestions for program planners:

1. Few men and women nowadays have as much time as they had before the war. Therefore don't be over-demanding, either of your fellow members or of your program participants. Instead, plan your committee meetings in advance. The work will glide along swiftly and purposefully if it follows a logical and coherent order.

2. Speakers will be glad to accept engagements if—

- You give them a clear idea of what is expected of them. Acquaint them with the aspects of the subject in which your P.T.A. is most interested, as well as its relation to the year's program theme. And give them, too, some idea of the seriousness and sincerity of your group.

- You arrange to transport speakers to and from meetings and, most important, make it unnecessary for them to sit through the business of the meeting and the reading of lengthy reports. Either hold the business session at the end of the program, or else time the speaker's arrival with the close of the session.

3. Whenever possible, pay your main speaker an honorarium, slight though it may be. The time of the specialist is so valuable today and in such demand that when he takes two or three hours away from his work, they have to be made up, sometimes late at night. If your P.T.A.'s treasury cannot tolerate such demands upon it, be sure at least to pay the speaker's expenses.

4. A good program does not always need a speaker. On the contrary, an effective P.T.A. develops the resources of its own membership. The best way to learn is still by doing, and the best way to clarify one's own ideas is to be given a chance to express them and listen to those of one's fellow members. The articles in the *National Parent-Teacher* are excellent for stimulating discussion. So are brief, semi-impromptu playlets that will dramatize the problems to be considered. (See the National Congress "Jiffyskits" for magazine chairmen.)

5. Try to put some emotional appeal into every program. For example, suggest to your speakers that they can make their ideas more compelling by means of personal experiences vividly retold.

6. Bring every program to a close with a good summary, so that the members may feel satisfied that something definite has been accomplished. Such satisfaction is invariably marked by an eagerness to explore further.

7. Remember to make good use of cooperating agencies. They are valuable allies who can give us needed information, supply us with additional ammunition, and share their leaders with us.

Thus the campaign is plotted; thus the strategy. If the program has been carefully and painstakingly developed, if it is geared to the interests of your members, varied enough to stimulate them and give them a feeling of actually accomplishing something worth while—then there can be no question of the final victory. With such a program we shall continue our steady, triumphant advance toward better and broader service to the nation's children. This is the end to which we four and a half million are committed. This is the meaning of parent-teacher membership.

# Poetry Lane



## Audubon

Surely he knew  
A winged heritage  
To be his portion.  
Breaking from the cage

Of a fettering town,  
He sought his kindred ever,  
By swamp, green grove,  
Beside a Southern river.

Where fluttering birds  
Beckoned in secrecy,  
A shadow crept  
From vine to flowering tree,

As to a native place,  
His passion soaring  
With every feathered leader,  
Dipping, exploring.

"Birds," cried their joyous son,  
"You dream of flowers.  
Grudge me not one  
Of Beauty's painted hours."

Men praised: yet with time's flight  
Colors grew strangely dim;  
Through a descending night  
His eagles came for him.

—LAURA BENÉT

## To Think That I'd Forgotten

The moon that was bright is blurred tonight  
By the tattered clouds that dim its might;  
As the wind grows colder and gray mist thicker,  
I see through the bare black trees a flicker—  
A will-o'-the-wisp's faint light;  
And pale vague shapes dart here and there  
And seem to vanish on the air!

While I, too scared to even utter  
A single shout, hear the eerie mutter  
Of ghostly voices beyond the pines  
And Something rustling the ivy vines  
Just below my window sills . . .  
But wait—that voice sounds just like Jill's!  
That small spook's robe I've surely seen!  
Now I'm brave. With shouts of laughter  
The specters flee, sheets trailing after:  
*This is Halloween!*

—MARION DOYLE

## For a Certain Pupil

How shall I satisfy these questing eyes,  
Brimful of wonder? How direct the wings,  
Diaphanous and weak? O not more wise,  
Dear child, to know a multitude of things,  
But may you go from me with this rich learning:  
Your mind, clean as the wind that tips the firs,  
White as the stones where constant brooks are churning,  
And yet a teeming place where purpose stirs,  
Where charity becomes more than a word,  
Democracy's fair tenets, inward fire;  
Always the will that cannot be deterred  
When once you see the hilltops you desire.  
And if I ask for you one other thing,  
It is that you go on, still questioning.

—ELEANOR CRANDALL

## Porridge

"Goo!" the little fellow said,  
And I could well agree;  
For what he was about to be fed  
Looked just the same to me.

—S. H. DEWHURST

## Faint Protest at 5:30 p.m.

Spare time is given to us, all nibbled at  
Like cookies that a child is told to share.  
I wait for one sweet, round, unbroken hour,  
But such an hour is rare.

A floor demands a broom; a door the cloth,  
To make its sticky handle usable.  
And dreaming with a pencil seems like sloth,  
And poetry seems inexcusable.  
Especially in a house so full of zest;  
It strews itself with apple cores and coats  
And shouts and stamps and takes no time to rest.  
Ribbons need tying! Sails must be found for boats!

The muse of women is no Greek in white,  
With flowing lines and face of sculptured stone.  
Ours is a cherub with an appetite  
Who treats our time as though it were his own.

—VIRGINIA BRASIER



# STUDY COURSE OUTLINE

Based on the article

## The Fun That Frees

See page 16.

## PROBLEMS OF THE SCHOOL-AGE CHILD

DIRECTED BY RALPH H. OJEMANN



### Outstanding Points

I. Our daily newspapers are filled with accounts of fruitless searches for fun and pleasure—of destruction, accidents, and lawbreaking. All these result from mistaken ideas about what fun really is.

II. Parents cannot begin too early to teach their children to choose the kinds of play that will bring physical well-being, spiritual serenity, and lasting joy.

III. Some of the most gratifying leisure-time activities are those the family can do together. Even the busiest family can adjust its schedule to include a generous measure of home recreation.

IV. Children in whom wholesome recreational habits have been firmly established will carry these habits with them when they go out into the community, where they will be judged as much by their leisure pursuits as by their daily work.

V. We are beginning to realize that community playgrounds and recreation centers must be supervised by trained leaders who uphold the same standards of behavior as children have already been taught to respect.

VI. The schools are setting up workable plans that will teach young people to discriminate in their choice of leisure-time activities. The churches, too, are stressing the constructive value of suitable recreation.

VII. If we would profit fully from our leisure hours, we must open our minds to the many creative opportunities that exist for enriching our lives.

### Questions To Promote Discussion

1. The newspaper headlines at the opening of the article should remind you of other instances of outings spoiled by carelessness or folly. Give examples of real-life situations showing recklessness, disregard for public property, or dangerous thrill-seeking as a substitute for real enjoyment.

2. Suppose your son or daughter fell in with a group of youngsters who preferred long hours at the movies or at drugstore soda fountains to picnics, hikes, or active sports. What steps would you take to help your child make a wiser choice and still keep the respect of his group?

3. In a certain community some years ago, nine young people were killed in a highway accident. The drivers of two cars had been racing at a speed of eighty to ninety miles an hour. The superintendent of schools insisted that every high school student visit the scene of the accident and view the wreckage. Do you approve of this device for impressing youth, or do you think it was too drastic?

4. Make a list of the specific qualities associated with

desirable recreation. Then check your family's pastimes against this list to see whether your home is providing both young and old with ample opportunities for real enjoyment.

5. What types of family recreation are especially suited to the home in which there are very young children? School-age youngsters? High school students?

6. Suppose the members of your family are already grown up. What kinds of adult recreation will enrich their lives and expand their personalities?

7. Almost every family has an individual pattern of home recreation, but some families are more ingenious than others. If you know of any particularly original and successful ideas for home play, discuss them with the study group.

8. What types of recreation does your community afford? Are they adequate to meet the needs of young children, adolescents, and adults? If not, what resources can be developed?

9. What part of your local school curriculum is devoted to education for leisure time? If there is need for more training in the wise use of playtime, suggest ways in which the school might broaden its present program. Are the facilities of your school available for community recreation programs during after-school and evening hours?

10. In what ways can the P.T.A. help to foster in young people a love for the best in sports, literature, music, and the arts and crafts? Suggest several projects that might be undertaken to stimulate cultural pursuits among the young people and adults of the community.

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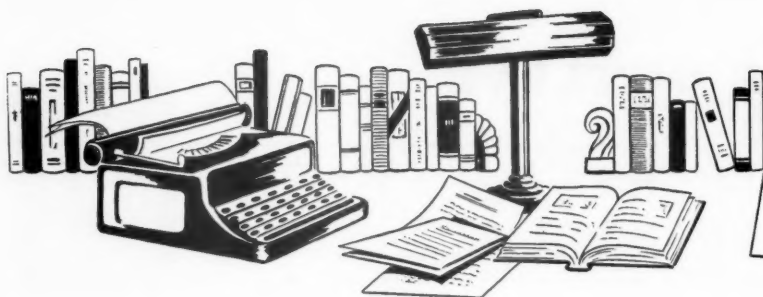
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## BOOKS in Review

**CHILD CARE AND TRAINING.** By *Marion L. Faegre and John E. Anderson*. Minneapolis: University of Minnesota Press, 1947. \$3.25.

**THIS** hardy perennial, now in its seventh edition, is an inestimable contribution to the background needed by every parent, every teacher, and every other person who has any responsibility for the care and training of young children. Sound, simply written, and highly interesting, it explains fully what adults need to know to bring up happy, well-adjusted children. The authors write from personal as well as professional experience, giving the book added value.

**THEIR SEARCH FOR GOD: WAYS OF WORSHIP IN THE ORIENT.** By *Florence Mary Fitch*. New York: Lothrop, Lee, and Shepard, 1947. \$3.00.

**THERE** can be no better way for children to appreciate the people who live beyond the Pacific than by coming to know the religions they live by. Like the Western world, the East has been searching for God these many centuries.

Now, however, Florence Mary Fitch, author of *One God: The Ways We Worship Him*, describes the great religions of the East—Hinduism of India, Confucianism and Taoism of China, Shinto of Japan, and Buddhism, whose teachings, spreading from India, have won millions of followers throughout Asia and other continents.

Miss Fitch brings to her task high qualifications. She has lived in the Near East and the Orient and taught courses in philosophy and comparative religion at Oberlin College. She has also a sympathetic insight that enables her to write with fairness and imagination—two qualities that appeal strongly to children. A hundred photographs make her meaning amply clear, supplementing the simple, reverent text. This is a book in which readers young and old will find beauty and wisdom and understanding.

**FUN WITH COOKING.** Text and photographs by *Mae Blacker Freeman*. New York: Random House, 1947. \$1.25.

**GIRLS** and boys of ten and thereabouts are bound to enjoy this simple, downright appetizing book. Young beginner cooks will learn how to make the foods that children especially enjoy, such as peanut clusters, baked potatoes, "smooth applesauce," and "sailboat salad." Large, clear photographs face each page of text and supply close-ups of such important tools as measuring cups. A child named Geraldine is pictured carrying out various directions.

Not for a minute is the youngster left in doubt about the meaning of an instruction; moreover, he can see what

each dish looks like after it is done. Still another interesting feature is the brief explanation that precedes each recipe, giving nutritional facts about the vital foods, such as milk or eggs, that the recipe contains. By the time the cook turns the last sticky page, she (or he) will be pleading for more kitchen adventures. Parents, too, will find this book a beguiling instructor in a useful art.

**STOP ANNOYING YOUR CHILDREN.** By *W. W. Bauer, M.D.* Indianapolis: Bobbs-Merrill, 1947. \$2.75.

**THAT** children often annoy their parents is nothing new. Yet how few parents suspect that they annoy their children! The distinguished director of the American Medical Association's Bureau of Health Education says it is high time parents looked at this age-old complaint from their children's point of view. Taking care of youngsters' physical needs is comparatively simple, he maintains. The big problem is how to live happily with children.

Although amused and amusing in his discussion of specific ways parents and their children, from babyhood through adolescence, rub against each other, Dr. Bauer is very much in earnest about the give-and-take of petty irritation. He includes a chapter telling where and to whom the perplexed parent may turn for expert help. The young folks likewise get a hearing when the writer's daughter contributes an uncensored chapter on what she and her friends think of parents.

Common sense with a twinkle fairly breathes through this book. After describing all possible parent-and-child vexations, the author comfortably points out that an intermingling of affection and annoyance is common to every normal home. When mutual understanding takes the sting out of family tempers, however, annoyance will be passing and affection abiding.

**U.S. MEANS US.** By *Mina Turner*. Illustrated by Lloyd Coe. Boston: Riverside Press, 1947. \$1.50.

**EVERY** American, even the smallest, is part of the government. That is why this book, addressed to the littlest Americans, is important. It was written for children in the first, second, and third grades and was tested out on them before publication. Brightly colored pictures and simple text explain the fundamental things all of us should know about our government. How the men who run the government are chosen by the people, what their responsibilities and relationships involve, are described with a simple accuracy that many a weightier textbook fails to achieve.

The purpose of the book is made clear in the dedication: "For all children who want to know why school is closed on Election Day."

# STUDY COURSE OUTLINE

- Based on the article  
*When Children Begin  
To Walk and Talk*

- See page 4.

## PROBLEMS OF THE PRESCHOOL PERIOD

DIRECTED BY ETHEL KAWIN



### About Our Study Course Article

OUR second article in the 1947-48 study course deals with two achievements of babyhood that all parents watch for with eager interest. When baby has taken his first faltering steps and spoken his first few words, it seems as if his period of infancy were over. He is now a "toddler," or a "preschool child"! These two events have a threefold importance. They are conspicuous milestones in the development of the child himself, they are of tremendous importance to the family, and both walking and talking are social adventures for the child.

Dorothea McCarthy is recognized as an outstanding authority on the growth of language during infancy and the preschool years. She first sketches for us briefly the normal process by which children learn to walk and talk, pointing out how parents can contribute to the child's successful establishment of these vital functions. Our author then proceeds to give us a preview of common problems likely to arise when babies begin to walk and talk and suggests commonplace methods of avoiding them or solving them.

### Suggestions for Programs

In *walking and talking* we have two topics around which mothers themselves can plan some very interesting and helpful programs. So much has been written about how children learn to walk and talk that nothing in normal development of these basic and important functions requires the advice of specialists. Only if the growth of these abilities is extremely retarded or deviates considerably from the normal is it necessary to seek expert help. It is sometimes difficult for parents—especially for thoughtful parents—to remember that every child presents problems during the process of growth. If he didn't, that in itself would make him a problem!

A good program for our second study group meeting would be a symposium put on by four members of the group. The first speaker might present a brief sketch outlining the normal process of development by which the baby gradually learns to walk. The second participant might discuss some of the difficulties that frequently arise as the infant turns into a toddler, analyzing common causes of these problems and suggesting sensible ways of dealing with them. The third and fourth speakers might do the same for the development of speech and the common problems that often accompany a child's efforts to use spoken language.

The entire symposium should take about fifty minutes, leaving almost an hour for the study group to discuss the material presented and add contributions from their own reading and observation.

### Pertinent Points for Discussion

1. What types of locomotion usually precede Baby's independent walking, and how long is this preliminary stage likely to last? When can most babies walk alone?
2. Are bowed legs something to be concerned about? When do they call for medical attention?
3. Discuss the physical and psychological factors that help a baby learn to walk. Discuss those that may hinder him. How can parents encourage a child to walk? What can they do to create an environment that will make Baby's early walking a reasonably safe adventure? How can they teach him that he must not touch some things and must not go some places, without making him feel continuously thwarted?
4. Describe the process by which a baby learns to understand and use words. How many words does a year-old child know? A two-, three-, four-, and five-year-old?
5. Discuss the physical, psychological, and environmental factors that encourage the development of language. Discuss those that hinder it. How can parents help children to use language easily and effectively?
6. Why is emotional adjustment so closely related to language development? What are some of the speech problems for which you would seek a specialist's help?
7. What do we mean when we say that walking and talking are important social adventures for a child?

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A. W. Zellmer  
President  
Wisconsin Congress

## Shorewood Shows the Better Way

**W**HEN America's children head for the movies of a Saturday afternoon, what do they see? In most communities they see whatever picture, good or bad, happens to be playing at the local theater. But not everywhere. Not in Shorewood, a suburb of Milwaukee, Wisconsin. There every Saturday afternoon throughout the year children may enjoy good programs planned especially for them.

The idea took form when a group of Shorewood P.T.A. members made a startling discovery. They found that almost twenty per cent of all movie tickets sold in the Milwaukee area are bought by children under twelve. This goes on week in and week out, but with the greatest attendance on Saturday afternoons. Until some better form of entertainment were offered, the parent-teacher members realized, far too many of their children would keep on going to double-feature programs wholly unsuited to their years. What could the P.T.A. do about it?

The first step was taken when one of the leaders in this budding P.T.A. project, Mrs. D. Perry Blount, Jr., called on all the theater managers in the locality and frankly discussed the situation with them. She found them interested and eager to cooperate—so much so that out of these conferences grew a plan for holding special children's matinees on Saturday. It was decided to try out the plan at a neighborhood theater in Shorewood and to publicize it widely.

### A Hit from the Start

**T**HAT first program drew a full house of excited, happy boys and girls. Such an enthusiastic reception spurred the original group of P.T.A. members to invite all organizations interested in child welfare, especially school boards, to join them in extending the plan. The venture became so successful that similar programs were adopted

in many other sections of the city and county of Milwaukee.

In each neighborhood or small community the program and publicity are handled by a committee composed of a representative from every school located near the participating theater. The program customarily includes a carefully selected educational short, cartoons, and newsreels, and one feature chosen from a list of recommended films. This list is compiled by a committee of the sponsors known as the film selection committee. The entire program never lasts more than two and a half hours and is not repeated. When it is over, policemen stationed at street crossings see the children safely through the traffic.

The film selection committee combs all reliable movie previews, including those carried in the *National Parent-Teacher*, to find the right kind of films for a young audience. Their list of recommended pictures is turned over to the local theater booker, allowing him two months' advance notice to arrange for billing. The children are notified of each week's program at their schools; parents and other interested adults are kept informed through leaflets, newspaper stories, and billboard notices.

Soon so many individual P.T.A.'s in and around Milwaukee became actively interested in this project that a committee known as the General P.T.A. Committee of the Children's Special Movie Matinee was set up. More recently there has been formed a county-wide advisory committee known as the Children's Movie Council. One of its first functions has been the selection of an attractive seal to be presented, for advertising and display purposes, to each theater manager signing the statement that identifies him with the program.

Thus it was that an idea which began with one P.T.A. in a small suburban town now has spread throughout the county—and, in fact, promises to keep on spreading. The sponsors are gratified, of course, but they are not complacent. They know that many thousands of P.T.A.'s are going to have to repeat this successful experiment before Hollywood itself takes over the job of producing and programming children's motion pictures.

—EVELYN A. GOLDBERG



# New England Hears Its Youth



Mrs. Harry S. Wright  
President  
Massachusetts  
Congress

Is the American Attitude Toward Russia Justified?" "Should the United Nations Charter Be Amended?" "Should New Englanders Follow the Advice of Horace Greeley?" "How Can the Secondary School Curriculum Be Improved?" "Should the United States Intervene in the Domestic Affairs of Liberated Countries?" No, these are not the titles of discussions by learned professors from our great universities; they are the titles of some of the weekly broadcasts made last year by various groups of high school students on the now famous New England Junior Town Meeting of the Air.

This series of programs is a public service project presented by the educational department of Station WBZ-WBZA, Boston, in cooperation with the Massachusetts Parent-Teacher Association, Incorporated (the title of the Massachusetts branch of the National Congress), and the New England Regional Association of Social Studies Teachers. It was inaugurated in December 1943, and each year since then the half-hour weekly broadcasts have been carried from December to May. They have been supervised by three successive educational directors of this radio station—George W. Slade, Elmer Newton Eddy, and Ben A. Hudelson.

The entire project is steered by an advisory committee on which the Massachusetts P.T.A. is represented by its chairman of high school service. The group meets four times a year to select topics for discussion; formulates plans for special programs; and assists with the actual broadcasts.

## Town-Meeting Style

ANY high school may take part in these programs upon application from its principal or



"Are Parents as Good as They Used To Be?"—the final broadcast of the 1946-47 Junior Town Meeting series. Left to right: Everett Lumbert, Falmouth high school; Mrs. Fehm; Dr. C. C. Zimmerman, Harvard University; Thornton C. Lallier, Belmont high school student; and John DeQ. Briggs, English teacher.

an authorized faculty member. On every program there are four speakers, each representing a different school. Topics are chosen from lists submitted by school principals, students, and members of the advisory committee. Their scope is as broad and varied as the interests of the young people who discuss them. In true town-meeting fashion every speaker has a chance to present his views on the subject in a brief prepared speech. Then the high school studio audience fires questions at him.

Among the special broadcasts is an annual international short-wave program between English and American secondary school students, presented jointly by the British Broadcasting Corporation and WBZ-WBZA. Last year the topic was "British Youth Evaluate American Education," and the speakers from this side of the ocean were two English boys attending high school in Massachusetts. The program was transcribed and used later.

The Massachusetts P.T.A. is particularly happy in its sponsorship of this fine enterprise because it has offered so many valuable opportunities to emphasize the needs of youth and their relation to the parent-teacher program. Demonstration Junior Town Meetings have been given at two state conventions, at a district conference in Springfield, and at several local P.T.A. meetings.

## A Happy Alliance

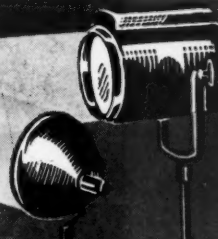
AS a member of the advisory committee the state chairman of high school service has worked closely with the educational director of WBZ-WBZA on these programs, her part being to make contact with the principals and students of the participating high schools. This afforded her an excellent chance to talk about high school parent-teacher associations and the parent-teacher program as it is carried on at the high school level.

Another valuable result of this venture in cooperation has been the friendly relations established between the Massachusetts Parent-Teacher Association and the personnel of WBZ-WBZA. The state president, Mrs. Harry S. Wright, has been asked to take part in other educational and special-event programs sponsored by this radio station, and in turn the Massachusetts branch has invited members of the WBZ educational department to contribute to state convention programs, district conferences, and P.T.A. meetings.

More than anything else, however, the Massachusetts Parent-Teacher Association is proud of the high school youth of New England. Their sincerity, intelligence, and clearheaded idealism are what make the Junior Town Meeting of the Air an inspiring as well as a stimulating project.

—LILLIAN FEHM

# Motion Picture PREVIEWS



**P**ROFESSOR Albert Croissant of Occidental College has written an analytic review of *The Best Years of Our Lives*, showing how such a movie may, in addition to providing entertainment, throw light on some of the troublesome issues of the day. The following is a condensation of his review:

**P**ROPERLY used, motion picture features can be a tremendous educational force, and it is high time that parents, preachers, and teachers should realize this. Analysis of a picture like *The Best Years of Our Lives*, which depicts likable, recognizable American types with unusual honesty, warmth, humor, and good taste, can bring not merely pleasure and knowledge but, more important, the discrimination and understanding of life which is the very essence of education and religion.

*The Best Years of Our Lives* skillfully delineates the story and the problems of three servicemen returning to their families. These three leading characters met and resolved their difficulties, but not all veterans have done so well.

*The sergeant* (Fredric March) had the easiest time in adjusting himself to civilian life. Were you conscious of the very attractive qualities of March's family and their relationship to each other? What do you think of his homecoming? *The Best Years of Our Lives* shows clearly that many people think drunkenness is not at all offensive; but what is the effect of such an attitude on the individual, the family, and society?

*The captain* (Dana Andrews) returns to Boone City full of high hopes that civilian life will allow him to demonstrate, as did war, that he was capable of being more than a poor soda-jerk. Do you realize that, like the captain, "many a gem of purest ray serene" is hidden behind a drugstore counter (or in a haberdashery), needing only a chance to demonstrate his true potentialities? Does not this realization foster friendly feelings of brotherhood and democracy? In view of the captain's lack of intellectual and moral training, isn't it surprising that his mistakes and sufferings were not greater?

*The sailor* (Harold Russell) manipulates his hooks with amazing skill. He and his girl provide a moving revelation of the nature of genuine love and unselfish devotion. Did the sailor care too much about what people thought about his hooks? Do you think his family should have acted differently? How?

Is it not clear that *The Best Years of Our Lives* reveals that all real happiness lies not in the things we have or the circumstances that affect us, but in how we use them? And if this vivid motion picture makes you grasp that point, has it not been a significant educational adventure? The kind of lesson in the understanding of human values which should be espoused by parents, preachers, and teachers everywhere?

Try discussing such subjects as these the next time you and your family see a film together.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## JUNIOR MATINEE

(From 8 to 14 years)

**Keeper of the Bees**—Columbia. Direction, John Sturges. Such a sentimental love story, typical of much fiction at the turn of the century, would have required the sure stroke of genius on the part of a director to lift this very obvious plot to the demands of today's movie audience. However, there is drama, comedy, and romance, with a well-developed theme of man's social responsibility clearly stated. Cast: Michael Duane, Gloria Henry, Harry Davenport, Jane Darwell, Jo Ann Marlowe, J. Farrell MacDonald.

Adults	14-18	8-14
Fair	Good	Yes

**Merton of the Movies**—MGM. Direction, Robert Alton. A comedy, based on the novel by Harry Leon Wilson, in which Hollywood turns the spotlight on the movies of twenty-five years ago and laughs at itself. The casting of Red Skelton in the leading role of the film will appeal to those who like his rowdy clowning. Cast: Red Skelton, Virginia O'Brien, Gloria Grahame, John Emery, Alan Mowbray.

Adults	14-18	8-14
Amusing	Yes	Yes



Margaret O'Brien and Danny Thomas in *The Unfinished Dance*

**Slave Girl**—Universal-International. Direction, Charles Lamont. This lighthearted farce follows the usual story pattern of the western, with fast action, hard riding, and the final shooting of all the bad men. Played in a tongue-in-cheek manner, it sometimes becomes slapstick. A talking camel named Humpy adds to the hilarity. Technicolor makes the most of the lavish Oriental settings and costumes. Cast: Yvonne DeCarlo, George Brent, Broderick Crawford, Albert Dekker, Arthur Treacher.  
Adults 14-18 8-14  
Absurd Yes Fun

**Song of Love**—MGM. Direction and production, Clarence Brown. The biographical drama of the Schumanns, Clara and Robert, has a musical background so expertly woven into the story that one's feeling of reality is absolute. The coordination of the piano music and the action of the hands is unusually skillful. Katharine Hepburn's deeply emotional yet restrained interpretation of Clara is outstanding. Family life, love, and loyalty make the ethical values high. This is a picture to immortalize the works of Schumann, Liszt, and Brahms with the general theater-going public. Cast: Katharine Hepburn, Paul Henreid, Robert Walker, Henry Daniell, Else Janssen.  
Adults 14-18 8-14  
A "must" Exceptional Inspiring

**Variety Girl**—Paramount. Direction, George Marshall. A gay musical comedy with all the action taking place on the studio lot. Crosby and Hope play their usual comedy roles to the hilt, supported by a cast of top Paramount stars. The plot has a Cinderella theme of a young singer's rise to fame and fortune. Cast: Bing Crosby, Bob Hope, Gary Cooper, Ray Milland, Alan Ladd, Barbara Stanwyck, Paulette Goddard, Dorothy Lamour, Veronica Lake, Sonny Tufts, Joan Caulfield, William Holden, Elizabeth Scott, Burt Lancaster, Gail Russell.  
Adults 14-18 8-14  
Gay comedy Yes Yes

## FAMILY

(Suitable for children if accompanied by adults)

**Heaven Only Knows**—Nero-United Artists. Direction, Albert S. Rogell. Fantasy and melodrama are interwoven in a story laid in a Montana mining town around 1890. A pastor, aided by the Archangel Michael direct from Heaven, encounters an almost unsurmountable task before he is finally able to show a vice-ridden community that violence and killing are not the accepted way of righting a wrong. Cast: Robert Cummings, Brian Donlevy, Helen Walker, John Littel, Gerald Perreau.  
Adults 14-18 8-14  
Entertaining Yes Confusing

**Her Husband's Affairs**—Columbia. Direction, S. Sylvan Simon. This marital farce set against the fantastic world of advertising will appeal to those who seek nonsensical amusement. A clever purveyor of witty slogans, his much cleverer wife, and a pixilated inventor escape from one ridiculous situation only to enter another. The subtle humor will amuse adults, and the slapstick comedy will provoke much laughter from the children. Cast: Lucille Ball, Franchot Tone, Edward Everett Horton, Mikhail Rasumny.  
Adults 14-18 8-14  
Absurd Yes Harmless

**Lured**—Stromberg-United Artists. Direction, Douglas Sirk. An outstanding cast, each portraying his role with skill and finesse, upholds the suspense of this murder mystery to the very end, even though the audience has already guessed who the fiend is. A Scotland Yard story, the film has the gruesome theme of a murderer who lures young girls to their death via a newspaper column. None of the crimes are actually shown, and Lucille Ball's comedy does much to relieve the tenseness. Cast: George Sanders, Lucille Ball, Charles Coburn, Boris Karloff, Sir Cedric Hardwicke.  
Adults 14-18 8-14  
Good mystery Yes Complicated

**The Marauders**—Cassidy-United Artists. Direction, George Archainbaud. The latest Hopalong Cassidy film does not have the customary beautiful outdoor scenery and expert riding. However, there is as much shooting as usual, this time in defense of a church around which a mystery unfolds. Cast: William Boyd, Andy Clyde, Rand Brooks, Dorinda Clifton.  
Adults 14-18 8-14  
Matter of taste If interested Fair

**The Red Stallion**—Eagle-Lion. Direction, Leslie Selander. An appealing human-interest boy-horse-dog story. The soft autumn colors and the rich greens and blues of the backgrounds are beautifully photographed and the ranch settings real and natural. Though the plot follows time-worn paths, it achieves suspense, and has one very exciting scene of a fight between a bear and a horse. The redheaded boy, the red horse, and the little dog give outstanding performances. Cast: Ted Donaldson, Robert Paige, Noreen Nash, Jane Darwell.  
Adults 14-18 8-14  
Exceptional Exceptional Exciting

**Something in the Wind**—Universal-International. Direction, Irving Fichel. A fairly good comedy with a plot that revolves around mistaken identity. Deanna sings both classical and popular songs, and Donald O'Connor does an acrobatic dance number. The drinking sequence, introduced for comedy, has no place in the plot and, moreover, is not at all funny. Cast: Deanna Durbin, Donald O'Connor, John Dall, Charles Winninger.  
Adults 14-18 8-14  
Fair Possibly Of little interest

**The Unfinished Dance**—MGM. Direction, Henry Koster. From the novel *La Mort Du Cygne* by Paul Morand, this drama of the ballet is a superlative experience. For the first time the camera has caught the rhythm, grace, and sweep of the ballet. The child psychology is eminently sound, the moral lessons well developed, the maturing of plot suspenseful and smooth. Margaret O'Brien is given able support and shows her versatility in her remarkable dancing as well as in her acting of a very tragic role. This is an exceptional picture. Cast: Margaret O'Brien, Cyd Charisse, Karin Booth, Danny Thomas.  
Adults 14-18 8-14  
Exceptional Delightful Exciting and emotional

## ADULT

**Desert Fury**—Paramount. Direction, Lewis Allen. A melodrama with a superlative cast but a tawdry story, set against a background of exquisitely colored desert scenery. The opening shots of the clouds above a desert road are unusually lovely, but the plot is developed around gamblers, murderers, and an undisciplined, headstrong girl. The brittle repartee of Mary Astor as Fritzie Haller is outstandingly well done, but the moral and ethical values in the picture are extremely questionable. Cast: John Hodiak, Elizabeth Scott, Burt Lancaster, Mary Astor, Wendell Corey.  
Adults 14-18 8-14  
Fair No No

**Second Chance**—Wurtzel-20th Century-Fox. Direction, James Tinling. A slow-moving mystery that sustains suspense by throwing suspicion first on the hero, then on the heroine. The ethics are rather dubious, since the penalty does not seem severe enough to fit the crime and the thief does win the nice girl. Cast: Kent Taylor, Louise Currie, Dennis Hoey, Larry Blake.  
Adults 14-18 8-14  
Fair Dubious No

**Song of the Thin Man**—MGM. Direction, Edward Buzzell. The veteran team of William Powell and Myrna Loy are starred in this exciting drama. A gambling ship is the interesting setting of a somewhat involved murder-mystery. The dog Asta and little Nick Charles, Jr., are captivating and nearly steal the picture. Fast, sophisticated repartee; the ever present drink-in-hand technique; and the casual, light manner in which really serious crime is treated—these elements make the film strictly adult fare. Cast: William Powell, Myrna Loy, Keenan Wynn, Dean Stockwell.  
Adults 14-18 8-14  
Yes No No

## SHORT SUBJECTS

**Juvenile Jury Series**—Universal. Groups of youngsters present their points of view on matters of current interest.

**Kingdom of the Wild**—Warner Brothers. Scenic views and wild life in the great national forests of the United States.

**Like Father—Like Son**—Paramount. Five coming champions in the sports world, following in their famous fathers' footsteps.

**Playing by Ear**—MGM. The inspiring story of a group of blind athletes.



## Looking into Legislation

**L**AST February Senator Taft, in association with Senators Ball, Smith of New Jersey, and Donnell, introduced bill S.545, which closely resembles the Taft-Smith-Ball bill of 1946 providing limited aid to the states for medical care of the needy. S.545 provides that individuals or families, including school children, must establish their inability to pay before receiving medical, nursing, or hospital benefits.

Federal aid for this purpose will be given to the states that survey their needs and propose a plan, within five years, whereby hospital, surgical, and medical services will be made available "to those families having insufficient income to pay the whole cost of such." Two hundred million dollars will be appropriated annually for five years in the form of Federal grants to the states. This sum will be divided among the states in proportion to their respective populations and in inverse ratio to their per capita wealth. Each state will contribute an amount "at least equal to the amount contributed for similar purposes in 1946 and at least equal to the Federal aid."

**E**IGHT MILLION DOLLARS for the first year, increasing to \$20,000,000 for the fifth year, will be appropriated for dental services. This will include dental examination of all school children and dental care for the children of needy families and "other individuals unable to pay the whole cost of such care." In addition, \$2,000,000 is authorized for the establishment of a national institute of dental research. An appropriation of \$10,000,000 will be used for the control of cancer through diagnostic clinics in the states. Voluntary health, medical, or hospital insurance funds, if not operated for profit, may receive payments for rendering service to persons eligible for assistance under this Federal program.

The same bill would set up a new independent Federal agency, the National Health Agency, under an administrator who must be a physician. The following Federal agencies would be transferred to this new agency: Public Health Service; Food and Drug Administration; St. Elizabeth's Hospital; health functions of the Children's Bureau; and the Division of Health Studies, Bureau of Research and Statistics, Social Security Administration. Provision is made for the transfer of other agencies and bureaus on recommendation of the Bureau of the Budget.

In a special message to Congress, May 19, 1947, President Truman called for enactment of a national health insurance program. On May 20 Senators Murray, Wagner, Pepper, Chavez, McGrath, and Taylor introduced S.1320, a national health insurance bill. Two identical bills were introduced into the House the next day.

Like its predecessor, S.1606 of 1946, the new S.1320 provides for a comprehensive national health program through a nation-wide system of prepaid health service benefits and through Federal grants to the states for expanded health services. All the essential principles of national health insurance are maintained. The administration will be under a board of five persons established as part of the Federal Security Agency. The new bill extends coverage to civilian Federal employees and their dependents and to employees of state and local governments. Needy persons can be taken care of through premiums paid for them by state and local governments. All employed and self-employed persons will be eligible. They will have free choice of doctor, hospital, clinic, and so on.

The program will be financed by an annual appropriation to the national health insurance fund of an amount equal to 3 per cent of earnings, with additional funds to be appropriated from general revenues to cover specified items of service such as dental and home nursing. The total may not exceed 3.5 per cent of earnings in the first three years or 4 per cent in the next three.

## Contributors

**RUTH GARBER EHLERS**, our national chairman of Recreation, is one of those fortunate people whose work is also their hobby. Well known as recreation specialist on the staff of the National Recreation Association, she helps both grownups and children, especially underprivileged girls, to find in music, dramatics, and other creative activities the way to a richer life.

The substance of **WENDELL JOHNSON's** speech at the Conference on Language in Human Relations, conducted last July by Northwestern University and the National Congress, now appears in print for all to enjoy. Mr. Johnson has won a national reputation as director of the speech clinic at Iowa University. His writings always find a wide and enthusiastic audience, particularly his recent book, *People in Quandaries*.

Ever since three houses burned down in rapid succession near his home in Brooklyn, **PAUL W. KEARNEY** has been interested in fires and their control. Several hundred articles and two books on the subject have earned him the rank of expert in this safety field. He is an honorary member of the International Association of Fire Chiefs and a summertime volunteer fireman.

**S. R. LAYCOCK** has been "Making Friends" for years. As president of the Canadian Federation of Home and School, he is a frequent and welcome commuter between his country and ours. A leading authority on mental health and child development, he is also professor of educational psychology at the University of Saskatchewan, Saskatoon.

**DOROTHEA MCCARTHY** is a recognized authority on the growth of language and other skills during infancy and the preschool years. Herself both parent and teacher, she writes from a rich background of study and research. She is a member of the faculty of Fordham University.

**BONARO W. OVERSTREET** and her distinguished husband are still at their Vermont farm but will soon set out on their annual lecture tour of adult education centers. One of their first stops will be in Detroit, scene of many previous successes, where they will conduct several classes.

**A. PAULINE SANDERS** and **EDITH D. DAVISON** are colleagues in the Department of Public Instruction, Pennsylvania, the former as chief of home economics education and the latter as adviser on homemaking. Well known as speaker and writer in all branches of her field, Miss Sanders brings exceptional qualifications to the key post of National Congress chairman of Home and Family Life. Her co-author is also a noted specialist.

This month's "P.T.A. Frontiers" were prepared by Mrs. Frank O. Fehm, chairman of high school service, and Mrs. Harry S. Wright, president, Massachusetts Congress; and Mrs. I. E. Goldberg, chairman of social hygiene, and A. W. Zellmer, president, Wisconsin Congress.

**T**HIS bill also provides aid to the states for certain public health services, including extension and improvement in the grant-in-aid program under the Hospital Survey and Construction Act for the building of needed hospitals, health centers, and other facilities.

Hearings on the Taft bill began May 21, running three days a week for four weeks. These were followed by hearings on the national health insurance bill. The last of these were held July 24 before the Senate subcommittee on health.

—EDNA P. COOK

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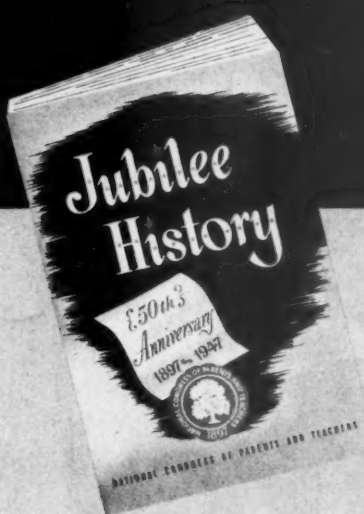
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